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ABSTRACT

The Ninth Grade Restructuring Program of the Detroit (Michigan) public schools was designed to restructure the ninth grade in ways that improve academic performance, develop positive attitudes toward learning, improve the school environment, reduce the dropout rate, and increase the graduation rate of students. Features of the program were instructional and direct non-instructional services, such as social work services, counseling and psychological services, tutoring by student assistants with teacher supervision, and parent participation in instructional and noninstructional activities. This report presents findings from the second year evaluation in Area F of the Detroit schools. Three principals completed a survey, and indicated that the program boosted student achievement. Students who completed questionnaires (n=125) were highly satisfied with the program and thought it helped them academically and socially. Teachers (n=27) generally thought (81 to 96% agreed or strongly agreed) that the program raised student achievement. Three ninth grade administrators who responded also indicated that the program raised achievement. Teachers and both groups of administrators identified areas in which improvements could be made, and made recommendations for its continuation. These included the fostering of a school-within-a-school environment, block scheduling, creating clusters of students, and continuing to sensitize teachers to the special needs of ninth graders. One of the chief findings is that the rate at which students discontinued their educations declined in 1996-97, as it had in 1995-96. In Grade 10, however, the discontinuation rate increased, suggesting that the program should be extended to grade 10. Twelve appendixes provide information about students affected by the program, including information on dropouts and transfers. (Contains 60 tables and 56 references.) (SLD)

ED 419 865

EVALUATION OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

AREA F

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

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October, 1997

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HIGHLIGHTS
OF THE

NINTH GRADE RESTRUCTURING PROGRAM

Area F

Submitted to:

The Office of Research, Evaluation and Assessment
Detroit Public Schools

Submitted by:

Dr. Mike Syropoulos, Project Evalulator
Research and Evaluation Specialists, Inc.

October, 1997

HIGHLIGHTS
OF THE
NINTH GRADE RESTRUCTURING PROGRAM
AREA F

This is the second year evaluation of the program. Data were collected from principals, Ninth Grade Administrators, teachers, students and the district's AS400 information system.

Three (3) principals commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to six (6) of the statements. The mean average of all the statements is eighty-one percent (81%).

Organizational changes which occurred, as indicated by the principals, are as follows: team teaching and block scheduling.

Major concerns as indicated by the principals are as follows: making learning interesting and challenging, meeting the instructional needs of all students, and teaching to the academic level of the 9th grade students.

Changes that would improve implementation as indicated by principals are as follows: articulation between middle schools and high schools, provide additional attendance officers, and continue the services of the 9th grade administrator.

Twenty-seven (27) teachers from three (3) schools commented on nineteen (19) statements dealing with the total program. Eighty-one to ninety-six percent (81% to 96%) of the staff responded "Strongly Agree" or "Agree" to eleven (11) of the statements. The mean average of all the statements is eighty-one (81%).

Organizational changes which occurred, as indicated by the teachers, are as follows: block-scheduling, flexible scheduling, and team teaching.

Major concerns as indicated by the teachers are as follows: lack of student attention, lack of consistent attendance, lack of self-discipline and too many external factors.

Changes that would improve implementation as indicated by teachers are as follows: smaller class size, more parental involvement, monitoring attendance, and get more kids to classes.

One hundred twenty-five (125) students from two (2) schools commented on twenty (20) statements dealing with the total program. Seventy to eighty-five percent (70% to 85%) of the students responded "Agree" or "Strongly Agree" to seventeen (17) of the statements. "Attended school regularly" received 55 percent favorable responses; "the program helped us to get along with adults" received 67 percent favorable responses; and "feel better about school" received 62

percent favorable responses. The mean average of all the statements is seventy-four percent (74%).

Things that were liked best about the program as indicated by the students are as follows: it helped us to receive better education, teachers were very helpful, and the way the administrators and counselors helped us.

Things that were liked least about the program as indicated by the students are as follows: too much homework, some teachers' attitudes, and student fighting.

Three (3) Ninth Grade Administrators commented on twelve (12) statements dealing with the total program. One hundred percent (100%) of the Ninth Grade Administrators responded "Strongly Agree" or "Agree" to six (6) of the statements. The mean average of all the statements is eighty-one percent (81%).

Organizational changes which occurred, as indicated by Ninth Grade Administrators, are as follows: block scheduling, team teaching and flexible scheduling.

Major concerns as indicated by the Ninth Grade Administrators are as follows: delivery of instruction, academic level of students; and teachers' lack of patience and tolerance.

Changes that would improve implementation as indicated by the Ninth Grade Administrators are as follows: staff development, improve student attendance, and more parental involvement.

Ninth grade data indicate that there were 1595 Area F incoming 9th grade students enrolled during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Five hundred fifty (550) students (34.48%) left school during the school year. One hundred thirty-four (134) of these students (8.40%) transferred to another school system or attended night school and four hundred sixteen (416) students (26.08%) discontinued their education.

Ninth grade data indicate that there were 1636 Area F incoming 9th grade students enrolled during the 1995-96 school year (First Year with the Ninth Grade Restructuring Program). Three hundred eighty-one (381) students (23.29%) left school during the school year. Eighty-(80) of these students (4.89%) transferred to another school system or attended night school and three hundred one (301) students (18.40%) discontinued their education.

Ninth grade data indicate that there were 1406 Area F incoming 9th grade students enrolled during the 1996-97 school year (Second Year with the Ninth Grade Restructuring Program). One hundred sixty-one (161) students (11.45%) left school during the year. Fifty-two (52) of these students (3.70%) transferred to another school system or attended night school and one hundred nine (109) students (7.75%) discontinued their education.

In summary, among incoming Grade 9 students, transferring students decreased from 8.40% (1995), to 4.89% (1996), to 3.70% (1997); students discontinuing their education decreased from 26.08% (1995), to 18.40% (1996) to 7.75% (1997).

Ninth grade data indicate that there were 929 Area F ninth grade students who were repeating courses during the 1994-95 school year (Before the Ninth Grade Restructuring Program). Six hundred thirty (630) students (64.52%) left school during the school year. Seventy-nine (79) of these students (8.50%) transferred to another school system or attended night school and five hundred twenty-one (521) students (56.02%) discontinued their education.

Ninth grade data indicate that there were 1017 Area F ninth grade students who were repeating courses during the 1995-96 school year (First Year with the Ninth Grade Restructuring Program). Five hundred thirty-one (542) students (53.29%) left school during the school year. Sixty-two (62) of these students (6.10%) transferred to another school system or attended night school and four hundred eighty (480) students (47.19%) discontinued their education.

Ninth grade data indicate that there were 951 Area F ninth grade students who were repeating courses during the 1996-97 school year (Second Year with the Ninth Grade Restructuring Program). Two hundred forty-six (246) students (25.87%) left school during the year. Fifty-six (56) of these students (5.89%) transferred to another school system or attended night school and one hundred ninety (190) students (19.98%) discontinued their education.

In summary, among Grade 9 students repeating courses, transferring students decreased from 8.50% (1995), to 6.10% (1996), to 5.89% (1997); students discontinuing their education decreased from 56.02% (1995), to 47.19% (1996) to 19.98% (1997).

An attempt was made to compare the tenth grade students who were involved with the Ninth Grade Restructuring Program with the students who were not exposed in the program.

Tenth grade data indicate that there were 805 Area F tenth grade students enrolled during the 1995-96 school year (Not Exposed to the Ninth Grade Restructuring Program). Sixty-three (63) students (7.83%) left school during the school year. Twenty-two (22) of these students (2.73%) transferred to another school system or attended night school and forty-one (41) students (5.09%) discontinued their education.

Tenth grade data indicate that there were 725 Area F tenth grade students enrolled during the 1996-97 school year (Exposed to the Ninth Grade Restructuring Program). Forty-six (46) students (6.34%) left school during the school year. Twenty-one (21) of these students (2.90%) transferred to another school system or attended night school and twenty-five (25) students (3.44%) discontinued their education.

In summary, among newly promoted Grade 10 students, transferring students increased from 2.73% (1996) to 2.90% (1997); students discontinuing their education decreased from 5.09% (1996) to 3.44% (1997).

Tenth grade data indicated that there were 538 Area F tenth grade students who were repeating courses during the 1995-96 school year (Not Exposed to the Ninth Grade Restructuring Program). One hundred seventy-six (176) students (32.71%) left school during the school year. Twenty-three (23) of these students (4.27%) transferred to another school system or attended night school and one hundred fifty-three (153) students (28.44%) discontinued their education.

Tenth grade data indicated that there were 573 Area F tenth grade students who were repeating courses during the 1996-97 school year (Not Exposed to the Ninth Grade Restructuring Program). One hundred thirty-one (131) students (22.86%) left school during the school year. Twenty-nine (29) of these students (5.06%) transferred to another school system or attended night school and one hundred two (102) students (17.80%) discontinued their education.

In summary, among Grade 10 students repeating courses, transferring students increased from 4.27% (1996) to 5.06% (1997); students discontinued their education decreased from 28.44% (1996) to 17.80% (1997). While none of these students was exposed to the program, the data are presented for future reference.

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area F schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Increased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Decreased	Decreased
f.	MAT Mathematics	-	Increased	Decreased
g.	Educational Status*	-	Decreased**	Decreased**

Six out of seven variables showed improvement and one declined for 1995 vs. 1996. Five out of seven variables showed improvement and two declined for 1995 vs. 1997.

*Students leaving school (discontinued their education).
**It shows improvement.

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students of June, 1997 (With the Program). The results are based on all Area F schools having tenth grade students:

			6/1997 Compared to 6/96
a.	Grade Point Averages	-	Remained the same
b.	Student Daily Attendance	-	Remained the same
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Decreased
f.	MAT Mathematics	-	Decreased
g.	Educational Status*	-	Decreased**

Three out of seven variables showed improvement, two variables remained the same and two declined for 1996 vs. 1997.

Recommendations include: create a school-within-a-school environment, expand the homeroom teacher concept, institute two-hour block scheduling, create a cluster of students to remain together for several classes, sensitize teachers to 9th grade students, offer special programs, provide district-wide forums for Ninth Grade Administrators, increase support staff, improve parental involvement and extend Grade 9 Restructuring Programs into Grade 10.

*Students leaving school (discontinued their education).
**It does show improvement.

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EVALUATION
OF THE
1995-96 NINTH GRADE RESTRUCTURING PROGRAM AREA F
Executive Summary

Purpose and Features of the Program

The purpose of the program is to restructure ninth grade in ways which improve academic performance; develop positive attitudes toward learning; improve the school environment to promote learning and self-respect, caring and respect for the individuality and rights of others; reduce the number of students leaving school and increase the graduation rate of students.

Schools were to design and implement programs to improve the academic achievement of the at-risk students. Schools could use instructional and direct non-instructional services, such as social workers, counseling and psychological services; tutorial methods with student assistants working under the supervision of a certified teacher; and/or involve parents in instructional and non-instructional activities with their children.

Methodology

Process Evaluation - The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals ninth grade administrators, teachers and students. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Project Evaluator.

Product Evaluation - Data on grade point averages, attendance, credit hours, academic achievement and the educational status* of students were collected for 1994-95 (Before the Program), 1995-96 (First Year Program), and 1996-97 (Second Year Program) ninth grade students. Also, the same data were collected for the 1995-96 (Not Exposed to the Ninth Grade Program) and 1996-97 (Exposed to the Ninth Grade Program) tenth grade students. Post data for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1996 and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

*Students leaving school: a. Discontinued their education
b. Continued their education in night school or another school system

Separate reports will be prepared for each Area and one consolidated report of all areas. Also, a report of programs suggested by the Ninth Grade Administrators as being successful will be prepared for distribution to all schools having 9th grade students.

Findings

A. Principals' Perceptions of the Program

Three (3) principals commented on twelve (12) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into ten (10) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the principals for the items in each category. There were eight (8) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

- raising students' achievement in mathematics, reading and science (67%)
- developing students' ability to work independently (100%)
- encouraging parents to be involved in their child's learning (33%)
- preventing students from dropping out of school (100%)
- helping students develop worthwhile priorities (100%)
- helping students attend school regularly (67%)
- raising students' awareness of high expectations (100%)
- developing students' ability to work cooperatively with others (100%)
- raising incoming 9th Grade students' awareness of high school requirements (67%)
- developing self-discipline, and responsibility for one's own actions and developing students' ability to work cooperatively with others. (100%)

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to six (6) of the statements.

Thirty-three to sixty-seven percent (33% to 67%) of the principals "Agreed" or "Strongly Agreed" to six (6) of the statements.

The mean average with all the statements' "Strongly Agree" and "Agree" is eighty-one percent (81%).

Open-Ended Questions

In the first question, the principals were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program.* Their responses follow:

- professional development activities
- on-going staff development
- developing new strategies for the new year
- providing an overview of the program

In the next question, the principals were asked to state *the teaching strategies would be found in the Ninth Grade Restructuring classroom.* They responded as follows:

- cooperative learning
- authentic instruction
- team teaching
- peer tutoring
- student-centered instruction
- constructivism approach to teaching

The next question asked, *if any organizational change(s) occurred in your school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- two period academic block
- all academic block program
- team teaching for most teachers

In the next question, the principals were asked, *"what if any, were your major concerns about the delivery of instruction by your teachers of Grade 9 students?"* Their responses follow:

- teaching to the academic level of the 9th grade students
- making learning interesting and challenging
- identifying teachers who are willing to cope with 9th graders
- meeting the instructional needs of all students in the classroom
- using techniques and procedures to address students' concerns

The principals were asked to indicate *the reactions of the different stakeholders about the Ninth Grade Restructuring Program.* Following are some of their responses:

Students:

- favorable reaction to the variety of support
- favorable reaction to the attention they received
- favorable reaction to the benefits they received

Teachers:

- teachers are supportive and committed
- teachers' reactions were positive
- teachers indicated that more assemblies for students are needed

Parents:

- parents are supportive and committed
- parents that participated were impressed
- parents were very helpful

In the next question, the principals were asked, *"what changes would improve the implementation of the Ninth Grade Restructuring Program?"* They responded as follows:

- extensive articulation between feeder schools and high school
- the district should continue the services of the ninth grade administrator
- additional attendance officers

Principals were asked, *"for you, what have been the major challenges of the Ninth Grade Restructuring Program?"* Their responses follow:

- providing ninth graders with sufficient career counseling
- getting students to realize the necessity of attending classes regularly
- getting more parents to support their children and the school
- trying to meet the tenants of the Ninth Grade Restructuring with a reduced amount of assistant principal service for the entire school year

Finally, the principals were asked, *"what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?"* They responded as follows:

- adding a school community agent
- trying to involve parents in meaningful ways
- involving more parents in school activities

B. Teachers' Perceptions of the Program

Twenty-seven (27) teachers commented on nineteen (19) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into thirteen (13) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the teachers for individual items. There were seven (7) open-ended questions for which their opinions were solicited.

- I received sufficient information regarding the program (81%)

- the program was successful in raising student achievement

  a. reading (81%)
  b. mathematics (70%)
  c. science (78%)

- the program was successful in raising student awareness

  a. high school requirements (96%)
  b. high school expectations (93%)

- the program was successful in developing students'

  a. ability to work cooperatively with others (85%)
  b. self-discipline and responsibility for one's own actions (81%)
  c. the ability to work independently (74%)
  d. worthwhile priorities (89%)

- the program was successful in encouraging parents to be involved in their child's learning (70%)

- parents received sufficient advance notification about the Ninth Grade Restructuring Program (67%)

- teachers received sufficient information for the implementation of the Ninth Grade Restructuring Program (78%)

- ninth grade students attended school regularly (52%)

- the program was successful in preventing students from dropping out of school (78%)

- I feel the program will result in improved achievement (93%)
- teachers feel the program will result in improved achievement (89%)
- I am supportive of the Ninth Grade Restructuring Program (93%)
- teachers seem to be supportive of the Ninth Grade Restructuring Program (85%)

Eighty-one to ninety-six percent (81% to 96%) of the staff "Agreed" or "Strongly Agreed" to eleven (11) of the statements.

Fifty-two to seventy-eight percent (52% to 78%) of the teachers "Strongly Agreed" or "Agreed" to the other nine (9) statements.

The mean average of all the statements' "Strongly Agreed" or "Agreed" is eighty-one percent (81%).

Open-Ended Questions

In the first question, the teachers were asked to indicate *the strategies that I would be found in the Ninth Grade classroom in their school.* They responded as follows:

- highly structured activities
- cooperative learning (11)
- semantic mapping
- vocabulary development
- direct instruction
- student-centered instruction
- contructivism
- authentic method
- alternative assessment
- hands-on instruction
- class discussion
- higher order thinking

In the next question, the teachers were asked to indicate *any organizational change(s) that occurred in their school as a result of the Ninth Grade Restructuring Program.* They responded as follows:

- block scheduling (12)
- team teaching (9)
- flexible scheduling (3)

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to the ninth graders.* They responded as follows:

- lack of student attention
- lack of consistent attendance

- lack of self-discipline
- too many interferences
- external factors

The teachers were asked to indicate *the reactions of the stakeholders about the Ninth Grade Restructuring Program*. They responded as follows:

Students:

- good and positive
- enjoyed the assemblies
- students felt the program was an asset
- some students blossomed in the program

Teachers:

- very positive
- assemblies
- encouraged and appreciative
- teachers felt that the program was positive
- teachers were involved in the program

Parents:

- had more parents this year
- parents seemed satisfied with the program
- parents are glad with the program

Administrators:

- administrators were positive about the program
- administrators were implementing the program
- administrators were pleased with the program

Teachers were asked to indicate *the changes that would improve the implementation of the Ninth Grade Restructuring Program*. They responded as follows:

- need to get more kids to classes
- more monitoring about attendance
- better organization from the start of the year
- teachers need more information
- have much smaller classes
- more parental involvement

In the next question, the teachers were asked to indicate *what have been the major challenges of the Ninth Grade Restructuring Program.* Their responses follow:

- student absenteeism
- improving attendance
- increasing student skills in reading and writing
- getting students to be more responsible
- providing and creating meaningful lessons
- understanding student needs
- students' tenacity
- not enough cohesive interaction

In the final question, the teachers were asked to indicate *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program.* They responded as follows:

- communicating with parents
- more involvement with the parents
- lack of parental response
- getting parents to participate in workshops
- making sure that their children attend school
- parents are basically a non-existent entity

C. Students' Perceptions of the Program

One hundred sixty-six (166) students commented on twenty (20) statements dealing with the total program. The responses were analyzed for the percent of positive (agree and strongly agree) answers. The statements were grouped into eleven (11) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the students for individual items. There were two (2) open-ended questions for which their opinions were solicited.

- satisfied with the services received from the program (73%)
- teachers appeared to be sincerely concerned about me (72%)
- was given homework daily in most of my classes (75%)
- received help from my teachers when I needed it (81%)
- services offered by the counselor were very helpful (77%)
- administrator appeared to be sincerely concerned about me (78%)

- the program was successful in improving students'

  a. work habits (76%)
  b. attitudes toward learning (76%)
  c. reading skills (79%)
  d. mathematics skills (70%)
  e. science skills (75%)
  f. ability to work cooperatively with others (79%)

- completed assigned tasks (74%)
- raised awareness of high school requirements (85%)
- developed better self-discipline (70%)

- the program helped us to

  a. get along with other students (75%)
  b. get along better with adults (67%)
  c. feel better about ourselves (80%)
  d. feel better about school (62%)
  e. attend school regularly (55%)

Seventy to eighty-five percent (70% to 85%) of the students "Agreed" or "Strongly Agreed" to seventeen (17) of the statements.

Fifty-five to sixty-seven percent (55% to 67%) of the students "Agreed" or "Strongly Agreed" to the other three (3) statements.

The mean average of the "Agreed" or "Strongly Agreed" responses is seventy-four percent (74%).

Open-Ended Questions

In the first question, the students were asked to indicate *what they liked best about the program*. They responded as follows:

- it helps us to receive a better education
- it helps us learn more
- teachers are great
- it was very helpful
- teachers are very helpful
- I liked the trips, contents and assemblies.
- services offered by the counselor

- having the same people in your class
- attending Saturday tutoring
- the way the teachers helped us with our problems
- the way the administrators helped us

In the second question, the students were asked to indicate *what they liked least about the program*. They responded as follows:

- too much homework
- student fighting
- some teachers' attitudes
- staying in the same room for two hours
- counselors were not very helpful

D. Ninth Grade Administrators' Perceptions of the Program

Three (3) Ninth Grade Administrators commented on twelve (12) different statements dealing with the total program. The statements were grouped into nine (9) categories for purposes of this narrative report and are presented below. The numbers in parentheses indicate the mean positive response by the Ninth Grade Administrators for each item in the category. There were nine (9) open-ended questions for which their opinions were solicited. Respondents indicated that the program was successful in:

• raising students' achievement in reading	(67%)
• raising students' achievement in mathematics	(67%)
• raising students' achievement in science	(67%)
• raising 9th Grade students' awareness of high school requirements	(100%)
• developing students' ability to work cooperatively with others	(100%)
• encouraging parents to be involved in their child's learning	(33%)
• preventing students from dropping out of school	(100%)
• helping students to develop worthwhile priorities and attend the school regularly	(67%)
• developing self-discipline and responsibility for one's own actions and developing students' ability to work cooperatively with others	(67%)

One hundred percent (100%) responded "Strongly Agree" or "Agree" to six (6) of the statements.

Thirty-three to sixty-seven (33% to 67%) responded "Strongly Agree" or "Agree" to the other six (6) statements.

The mean average of all the positive statements is eighty-one percent (81%).

Open-Ended Questions

In the first question, the Ninth Grade administrators were asked to indicate *how they prepared their staff for the Ninth Grade Restructuring Program*. Their responses follow:

- weekly staff meetings
- teacher volunteers to teach ninth grade
- counselor input on scheduling options
- preparation workshops for the staff
- professional development opportunities

In the next question, the Ninth Grade administrators were asked to indicate *the teaching strategies that would be found in the Ninth Grade classrooms in their schools*. They responded as follows:

- role playing
- learning styles
- narrative writing improvements
- instituting homework policy
- cooperative learning activities
- peer collaboration
- thematic teaching units
- guest speakers lecture series

The Ninth Grade administrators were asked to state *if any organizational change(s) occurred in their school as a result of the Ninth Grade Restructuring Program*. They responded as follows:

- school-within-a-school
- centralized location of ninth grade students
- curriculum modification
- Saturday Tutorial/Enrichment Program
- block scheduling
- flexible scheduling
- team teaching

The Ninth Grade administrators were asked *if they were going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98*. Their responses follow:

- peer mediation
- increase in self-esteem assemblies
- adjusting schedule to improve academic
- more experiential notification of areas
- parents regarding attendance
- increase software learning technology
- implement academic and support program

The Ninth Grade administrators were asked to state *if they had any concerns about the delivery of instruction of their Ninth Grade teachers.* They responded as follows:

- teachers' lack of patience and tolerance
- delivery of instruction
- academic level of students

The Ninth Grade administrators were asked to state *the reactions of the following stakeholders about the Ninth Grade Restructuring Program.* Their responses follow:

Students:

- ninth grade retention is higher
- students were impressed
- students had positive reaction of the program

Teachers:

- higher morale of total school environment
- were positive
- had favorable reaction about the program

Parents:

- parents involved responded positive
- parents reacted favorably to the academic and supportive programs

The Ninth Grade administrators were asked to state *the changes that would improve the implementation of the Ninth Grade Restructuring Program.* They responded as follows:

- improvement of student attendance
- more parental involvement to improve the program
- timely distribution of funds to local schools
- continue the development of community resource/partnership support programs
- one city-wide ninth grade administrator meeting
- professional development opportunities

The Ninth Grade administrators were asked to indicate *what has been the major challenge for them of the Ninth Grade Restructuring Program.* They responded as follows:

- students' poor attendance pattern
- lack of parental participation
- layout of school's physical plan

- expansion of 'school-within-a-school' concept
- additional curriculum notifications

Finally, the Ninth Grade administrators were asked to state *what have been the challenges with the parental component of the Ninth Grade Restructuring Program.* Their responses follow:

- parental involvement has always been low
- majority of parents do not participate with school programs
- the addition of school community agent has significantly improved parental involvement in the NERP

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 0.8 to 2.5
- Area's grade point average is 1.3
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 0.7 to 2.3
- Area's grade point average is 1.4
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 0.8 to 1.6
- Area's grade point average is 1.4
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 70% to 94%
- Area's daily attendance average is 74%
- District's daily attendance average is 77%

*The 1995 data (Without the Program) compared to 1996-1997 data (With the Program).

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 71% to 93%
- Area's daily attendance average is 75%
- District's daily attendance average is 77%

3. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 74% to 86%
- Area's daily attendance average is 75%
- District's daily attendance average is 78%

G. 1. Credit Hours Attempted and Earned (1995)

- Schools' average credit hours attempted ranged from 34.5 to 52.2
- Schools' average credit hours earned ranged from 16 to 50.1
- Area's average of credit hours attempted is 41.1
- Area's average of credit hours earned is 26.1
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 32.4 to 54.3
- Schools' average credit hours earned ranged from 13.6 to 48.6
- Area's average credit hours attempted is 42.8
- Area's average credit hours earned is 29.3
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 31.6 to 43.9
- Schools' average credit hours earned ranged from 29.4 to 42.2
- Area's average credit hours attempted is 42.4
- Area's average credit hours earned is 40.3
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. Metropolitan Achievement Test (Reading) (1995)

- Schools' grade mean equivalent (GME) ranged from 5.5 to 6.7
- Area's GME average is 6.5
- District's GME average is 7.6
- National GME average is 9.7

2. Metropolitan Achievement Test (Mathematics) (1995)

- Schools' grade mean equivalent (GME) ranged from 5.8 to 6.8
- Area's GME average is 6.7
- District's GME average is 7.5
- National GME average is 9.7

3. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.2 to 6.7
- Area's GME average is 6.4
- District's GME average is 7.7
- National GME average is 9.7

4. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 5.6 to 7.0
- Area's GME average is 6.8
- District's GME average is 7.6
- National GME average is 9.7

5. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 5.9 to 6.3
- Area's GME average is 6.3
- District's GME average is 7.1
- National GME average is 9.7

6. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.4 to 7.2
- Area's GME average is 6.6
- District's GME average is 7.6
- National GME average is 9.7

I. 1. Incoming 9th Grade Students Leaving School* (1995)

- Schools' discontinued average rate ranged from 13.30% to 73.81%
- Area's discontinued rate is 26.08%
- District's discontinued rate is 18.31%

2. **Incoming 9th Grade Students Leaving School* (1996)**

- Schools' discontinued average rate ranged from 12.50% to 63.33%
- Area's discontinued rate is 18.40%
- District's discontinued rate is 11.70%

3. **Incoming 9th Grade Students Leaving School* (1997)**

- Schools' discontinued average rate ranged from 3.14% to 31.25%
- Area's discontinued rate is 7.75%
- District's discontinued rate is 5.14%

4. **Ninth Grade Students (Repeating Courses) Leaving School* (1995)**

- Schools' discontinued average rate ranged from 14.29% to 77.08%
- Area's discontinued rate is 56.02%
- District's discontinued rate is 42.79%

5. **Ninth Grade Students (Repeating Courses) Leaving School* (1996)**

- Schools' discontinued average rate ranged from 20.00% to 62.02%
- Area's discontinued rate is 47.19%
- District's discontinued rate is 34.72%

6. **Ninth Grade Students (Repeating Courses) Leaving School* (1997)**

- Schools' discontinued average rate ranged from 10.10% to 55.55%
- Area's discontinued rate is 19.98%
- District's discontinued rate is 16.44%

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area F schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Increased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Decreased	Decreased

f.	MAT Mathematics	-	Increased	Decreased
g.	Educational Status*	-	Decreased**	Decreased**

Six out of seven variables showed improvement and one declined for 1995 vs. 1996. Five out of seven variables showed improvement and two declined for 1995 vs. 1997.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.0 to 1.8
- Area's grade point average is 1.7
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 1.8
- Area's grade point average is 1.7
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 76% to 87%
- Area's daily attendance average is 77%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 75% to 80%
- Area's daily attendance average is 77%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 41.5 to 48.8
- Schools' average credit hours earned ranged from 40.2 to 47.2
- Area's average of credit hours attempted is 45.9
- Area's average of credit hours earned is 44.2
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

*Students leaving school (discontinued their education).
**It shows improvement.

-XX-

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 40.5 to 49.0
- Schools' average credit hours earned ranged from 36.5 to 47.6
- Area's average credit hours attempted is 47.7
- Area's average credit hours earned is 45.9
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. Metropolitan Achievement Test (Reading) (1996)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 7.7
- Area's GME average is 7.3
- District's GME average is 8.8
- National GME average is 10.7

2. Metropolitan Achievement Test (Reading) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.9 to 7.1
- Area's GME average is 7.0
- District's GME average is 8.9
- National GME average is 10.7

3. Metropolitan Achievement Test (Mathematics) (1996)

- Schools' grade mean equivalent (GME) ranged from 7.0 to 7.6
- Area's GME average is 7.3
- District's GME average is 8.5
- National GME average is 10.7

4. Metropolitan Achievement Test (Mathematics) (1997)

- Schools' grade mean equivalent (GME) ranged from 6.7 to 7.6
- Area's GME average is 6.9
- District's GME average is 8.6
- National GME average is 10.7

I. 1. Incoming 10th Grade Students Leaving School* (1996)
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 3.92% to 20.51%
- Area's discontinued rate is 5.09%
- District's discontinued rate is 3.18%

2. **Incoming 10th Grade Students Leaving School* (1997)**
(Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 1.32% to 41.67%
- Area's discontinued rate is 3.44%
- District's discontinued rate is 3.98%

3. **Tenth Grade Students (Repeating Courses) Leaving School* (1996)**
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 7.41% to 36.42%
- Area's discontinued rate is 28.44%
- District's discontinued rate is 16.22%

4. **Tenth Grade Students (Repeating Courses) Leaving School* (1997)**
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 5.48% to 35.48%
- Area's discontinued rate is 17.80%
- District's discontinued rate is 15.87%

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area F schools having tenth grade students:

			6/1997 Compared to 6/96
a.	Grade Point Averages	-	Remained the same
b.	Student Daily Attendance	-	Remained the same
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Decreased
f.	MAT Mathematics	-	Decreased
g.	Educational Status*	-	Decreased**

Three out of seven variables showed improvement, two remained the same and two declined for 1996 vs. 1997.

*Students leaving school (discontinued their education).
**It does show improvement.

Recommendations

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
  - create a school within-a-school environment
  - expanding the role of a homeroom teacher to include mentor and personal guide;
  - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
  - creating clusters of students who remain together for several classes and thus can offer each other support;
  - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.
- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.
- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:
  - schedule visits to the high schools by small groups of incoming students.
  - assign a high school student to mentor each new student.
  - have a middle school student shadow a high school student to learn what a high school day is like.
  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

- have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance, and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Efforts should be made to continue the Ninth Grade Restructuring efforts into the 10th grade.

1995-96 NINTH GRADE RESTRUCTURING PROGRAM

BACKGROUND INFORMATION[1]

The Ninth Grade Restructuring Task Force recommended to the Detroit Board of Education that a district-wide restructuring plan be initiated that would have impact on every ninth grade student in the District. The unique characteristics of the age group, the typical difficulties with all transition, and the high failure rate in certain key subjects prompted the recommendation that all members of this target population be exposed to at least one of three recommended restructuring options.

The purpose for this district-wide restructuring effort is to enable the provision of programs, resources and services that more readily meet the unique needs of ninth graders. The anticipated results include a substantially lower school dropout rate for the District's ninth graders and assurance that every student who enters the ninth grade graduates from high school.

The specific Task Force recommendations to the Board were as follows:
The District adopt, by the 1995-96 school year, all of the following options which provide more than one avenue for restructuring the ninth grade:

- **Pilot ninth grade in middle schools**
- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech Prep, etc.)**
- **Establish ninth grade academies for students who are seriously at-risk of dropping out**

Upon accepting the Task Force's recommendations, the Board enjoined each Area to adopt either some or all of the reorganization strategies and to commence immediately with the formulation of implementation plans for restructuring.

The Ninth Grade Restructuring Task Force developed a set of **Guiding Principles** to lend direction to the development of Area plans and assure that they impact all ninth graders. The Task Force recommended all Area plans be developed in the spirit of the Guiding Principles regardless of the chosen option(s). A timeline for the completion of all plans was also determined.

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[1]**Ninth Grade Restructuring Task Force, Spring, 1995**

The Guiding Principles included the following categories that were to be addressed in the Areas' restructuring plans:

- target population
- school environment
- student discipline
- staff and instruction
- curriculum
- parents
- life role expectancy
- technology
- physical and mental health and
- continuance

The Task Force was also sub-divided into **Technical Assistance Teams** that would stand ready throughout the development of the Area restructuring plans to troubleshoot, provide resources and assistance. These teams were as follows:

- funding
- planning program design
- support services
- parental involvement
- awareness and dissemination
- curriculum/technology
- staff development and
- evaluation

The membership of the Technical Assistance Teams was expanded to include other individuals in the organization who could lend additional expertise and information. In particular, the *Funding Team* explored funding options and identified those areas in the recommendations that could be addressed with Section 31a at-risk funds. High schools then utilized their school improvement plans to identify uses for Section 31a funds to address at-risk ninth grade students. Each high school was to receive a Section 31a allocation to help implement part of their ninth grade restructuring plan.

In response to the Board's charge, each Area convened a planning team to undertake the task of developing a ninth grade restructuring plan.

The **target population** was defined by the Task Force to include all ninth graders and/or "students who are fourteen or more years of age who are classified as ninth graders or less."

While the planning logistics varied somewhat from Area to Area, the common charge from the Board, commonly agreed upon process criteria and goals, yielded a set of Area plans that together represent a cohesive, **District-wide Ninth Grade Restructuring Plan.**

Detroit's Ensuing Ninth Grade Restructuring Plan (1995-96)

While three restructuring options were possible, all Areas chose the same option:

- **Create new, and embellish existing, ninth grade programs for all students (school-within-a-school, accelerated programs, dropout prevention, theme schools, Tech. Prep., etc.)**

Formation of Planning Teams

Each Area convened a meeting with representatives from each of its high schools to participate in the planning. Some areas included middle school representation, parents, vocational technical centers and other stakeholders.

Formation of Mission, Vision and Goals

Based on the District's Strategic Plan, each Area developed a mission statement. The mission statements were supported by vision and goal statements that clearly set directions to the components of the plans. All plans contained specific enabling objectives or activities that would be carried out in order to achieve the stated goals.

Identification and Assessment

All plans contained provision for the **identification** of members of the target population who are **most at-risk** of dropping out of school and most in need of intervention programs and activities, particularly before they enter high school.

Identification included eighth grade assessment of students who were to enter Grade 9 in fall, 1995. All plans included the development of **Individual Learning Plans (ILP)** for students based on the results of this assessment.

Restructuring Strategies

All plans detailed specific restructuring strategies for more readily meeting the unique needs of the target population. The plans reflected the review of literature, informed practice and developed knowledge about instructional practices and restructuring models.

Restructuring efforts are to range from creating a distinct school-within-a-school, to facilitating block scheduling, common teacher prep periods and planning time, from distinct dismissal and arrival times, to separate locations, reorganization of course offerings and smaller learning units.

Curriculum is to be augmented to include Tech Prep and School-to-Work components such as job shadowing, hands on, practicums, etc.

All new ninth graders are to be exposed to an intensive orientation prior to entering ninth grade or during the first few weeks of school.

Support Services

The middle school and ninth grade assessment instruments also provide information as to the type of support services necessary to accomplish the missions and goals as defined. All plans contain an array of options and support services ranging from mentors, tutorial programs, and peer support programs, to career counseling, social work services, health services, etc.

Parents

Avenues for the meaningful involvement, support and participation of parents are an intricate part of each plan.

Identification of Staff Requirements

All plans contain reorganization descriptions that address the need to provide the target population with sufficient, well-trained teachers and other support staff. Nearly all high schools l added one additional assistant principal whose sole administrative responsibility will be the ninth grade school-within-a-school.

All high schools articulated the need for additional teachers. Some added social workers, counselors, psychiatrists, attendance officers, teacher coordinators, instructional specialists, educational technicians and others.

Staff at all schools participated in professional development and other training as identified by individual planning teams. Most staff training will focus on upgrading the instructional skills of staff. Many plans include training that will equip all involved staff with strategies and information that will enable them to become effective, knowledgeable and caring adults.

Identification of Renovations or Facility Needs

Some plans include the renovation of certain areas of buildings to accommodate the school-within-a-school and smaller learning units. All plans include the provision to infuse technology into the learning process which automatically will require facility renovations and upgrades.

Technology

Many plans include extensive utilization of technology ranging from personal computers for each student to enable distance learning and other computer assisted activities, to technology wings that will facilitate hands on experiences in technology careers as well as daily learning.

All plans include provision for Vocational and Technical Education as well as experiences that will relate education to the real world of work. Such programs as School-to-Work and Tech Prep are integral parts of some plans.

Evaluation and Assessment

All plans use the student achievement criteria articulated in the Strategic Plan. The goals for MAT, attendance, dropout rate, etc., set forth in this document will be a part of all evaluations.

Leadership

All plans are under the leadership of the respective Area Superintendents who are to assure that implementation efforts address the goal to maintain ninth grade students in school until graduation.

Allowable Costs

Costs payable with Section 31a funds are limited to the following:

- salaries and benefits for instructional staff
- salaries and benefits for staff providing direct non-instructional services such as: medical, counseling, social work services
- purchased services, supplies and materials for instructional and direct non-instructional services
- operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; (transportation for field trips is allowable.)
- capital outlay necessary for the provision of instructional and direct non-instructional services such as computers and other non-instructional equipment
- procedures for involving parents in direct instructional and non-instructional activities with their children

The following pages present a review of the literature related to school restructuring at the high school level. After the literature review, an evaluation of the 1995-96 Ninth Grade Restructuring Program based on staff and student perceptions is presented. This report represents just one part of the total project evaluation. Additional reports in this series are available from the Office of Research, Evaluation and Testing.

LITERATURE REVIEW[2]

A literature review was conducted as part of the 1995-96 Ninth Grade Restructuring Program evaluation. The purpose of the literature review is to identify characteristics of effective dropout prevention programs. The Literature Review is located in Appendix L.

PURPOSE OF EVALUATION

The emphasis currently being placed on the development of dropout prevention programs for young people and the concomitant installation of such programs in schools, makes it crucial for educators to examine the effects of such programs. Examination must be made of such variables as the time spent on the program, net effects on grade point averages, attendance, test scores, and other in-school academic and non-academic behaviors. As with all programs in the early stages of implementation, process data, such as the perceptions held by the various interest groups of the program, are crucial. Such perceptions often assist in making program adjustments and often provide telling data about the program. Results of this evaluation are to be used by central, area and school staff members for purpose of program planning.

METHODOLOGY

Process Evaluation

The Evaluation of the 1996-97 Ninth Grade Restructuring Program was designed to assess the success of the program as perceived by the principals and the teaching staff. Four surveys were developed containing statements related to the Ninth Grade Restructuring Program. The principals', the Ninth Grade administrators', the teachers' and the students' surveys contained both forced-choice and open-ended questions. The forced-choice questions accompanied by a Likert-type scale upon which the responses were marked. The four surveys were administered by the Office of Research, Evaluation and Assessment.

Product Evaluation

Data on grade point averages, attendance, credit hours, academic achievement and dropouts were collected for 1994-95, 1995-96, and 1996-97 ninth grade students and 1995-96 and 1996-97 tenth grade students. Post for grade point averages, attendance and credit hours were received from the district's AS400 information system. The educational status of students came from the district's AS400 information system. Data from the administration of the Metropolitan Achievement Tests (Reading and Mathematics) (MAT7, Form S, Level S1, Psychological Corporation, 1993 administered spring 1995, 1996, and 1997) came from the files of the Office of Research, Evaluation and Assessment. The evaluator of the Ninth Grade Restructuring was responsible for collecting and analyzing all product data.

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[2]See Bibliography Sources in Appendix L. ERIC search abstracts were used for some of the data.

PRESENTATION AND ANALYSIS OF PROCESS DATA

AREA F. PRINCIPALS' PERCEPTIONS OF THE PROGRAM

There were three (3) surveys returned by the principals who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which his opinions were solicited.

TABLE 1
PRINCIPALS' SURVEY OF THE 1996-97
NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	3	2	67%
b.	raising students' achievement in mathematics.	3	2	67
c.	raising students' achievement in science.	3	2	67
d.	raising incoming 9th Grade students' awareness of high school requirements.	3	2	67
e.	raising students' awareness of high expectations.	3	3	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	3	3	100
g.	developing students' ability to work cooperatively with others.	3	3	100
h.	encouraging parents to be involved in their child's learning.	3	1	33
i.	helping students attend school regularly.	3	2	67
j.	helping students develop worthwhile priorities.	3	3	100
k.	developing students' ability to work independently.	3	3	100
l.	preventing students from dropping out of school.	3	3	100

One hundred percent (100%) of the principals responded "Strongly Agree" or "Agree" to six (6) of the statements.

Thirty-three to sixty-seven (33% to 67%) of the principals "Agree" or "Strongly Agree" to the other six (6) statements.

Mean average of the statements "Agreed" or "Strongly Agreed" is eighty-one percent (81%).

Open-Ended Questions

The principals were asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* They responded as follows:

"The Ninth Grade Restructuring Program initially began at Denby in 1992. Professional development opportunities, workshops and in-services prepared staff for the restructuring initiative. On-going staff development is a key component to a successful program."

"We held a staff in-service at the beginning of the 1996-97 school year. On the agenda was instruction and strategies for the new school year, including Ninth Grade Restructuring."

"The staff was prepared for the Ninth Grade Restructuring Program (NGRP) by first providing it with an overview of the program as we understood it. This was followed by the identification of persons who would serve on the NGRP team and included the principal, a 9th grade assistant principal, 2 counselors, several teachers, a social worker and a compact technician. This team meet on several occasions and brainstorm ideas and concepts in an attempt to formulate goals, strategies, direction, etc."

In the next question the principals were asked, *what teaching strategies would you find in Ninth Grade classrooms in your school?* They responded as follows:

"A variety of teaching strategies can be observed in ninth grade classrooms. Some of these strategies include:

- team teaching
- constructivism approach to teaching
- cooperative/integrated learning
- authentic instruction
- analyze/apply instruction
- peer tutoring."

- "Cooperative learning
- Learning discovery in the computer tech. centers
- Authentic strategies and assessments
- Small as well as large group instruction
- Mastery learning techniques were used in some classrooms"

"Teachers in the NGRP employed cooperative/collaborative learning strategies when appropriate. Cooperative and collaborative groups consisted of a mixture of students with low, average and high achievement levels in which four or five students worked on a common academic task. In order for these groups to function successfully, the teachers

gave clear directions about the assignment or task, set and call time limits, taught group skills established guidelines and interacted with the groups to explain, clarify, motivate and keep students on-task.

For Student Centered Instruction, teachers considered the various learning styles of the students. Teachers were encouraged to be aware of the important difference in the preferred learning modalities, (i.e. some students learned better orally; some visually; others, kinesthetically). At times, teachers designed lessons that addressed the learning preference. At other times, teachers used activities that broadened learning experiences.

Secondly, an important component of student centered instruction was to ensure active participation of students in learning activities. Teachers developed questions/quizzes, etc., that monitored the progress of all students, during oral discussions and written assignments."

Principals were asked, ***did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?*** **Their responses follow:**

"The creation of Project 'Back-to-Back', a two-period academic block, and the expansion of Project 2000, a modified academic homeroom block occurred as a result of the Ninth Grade Restructuring Program. Assignment of each 9th grader to an assistant attendance officer for daily/weekly monitoring is an additional organizational change."

"Teachers taught in teams in the after school tutorial programs and in the 'Onsite Chat Rooms' during staff development activities."

"Yes. All 9th grade students were originally scheduled to take 7 classes. Of the 7 classes, 4 were required classes, 1 was a choice between a business/vocational tech prep track, or a college prep, and 2 were elective classes of their choice. The 4 required courses (English, math, social studies and science) were blocked whenever possible. In addition, the High School Intervention Center (HSIC) was dropped from the offering because most of what it offered was now being replicated in the restructuring program, but at cost."

The principals were asked, ***are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?*** **Their responses follow:**

"Planning for 10th grade students will include refining/maintaining the successful strategies implemented during the 9th grade year. The Mathematics Department will pilot a two-period geometry class for 10th graders in 1997-98."

"We will continue to use large and small assemblies, even with 10-12 grade students, as a way of getting across pertinent information and fostering a team, school spirit atmosphere."

"Yes. Since poor attendance is the leading cause of failure, sixty-(60) 9th grade students, who had the best attendance records, were deliberately scheduled into the same required classes and will move together as a block during their 10th grade year."

Principals were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"Teaching to the academic level of incoming 9th grade students and offering them a variety of instructional delivery systems is a major concern."

"How to make learning interesting, challenging, fun, and at the same time, meet the instructional and learning needs of all students within the classrooms."

"The identification of teachers who are willing to deal with the 'playful' nature of 9th graders, and teachers who are willing to cope with the difficult learning period of these students. In addition, all 9th grade teachers should be trained to recognize the various learning styles and personality characteristics of these students and be also willing to actively use techniques and procedures that are designed to address these concerns."

The principals were asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* They responded as follows:

Students:

"Student reaction is favorable to the variety of support and resources offered them through restructuring efforts."

"I'm not sure they know that they are being target in any specific way as new ninth graders."

"Students seem very excited by all of the attention they received and many responded in a positive manner. However, some of the extra effort was eventually lost later in the semester by a handful almost as if they had become jaded. Most, however, benefited from the experience, and I am sure that that will continue to surface as they move toward graduation."

Teachers:

"Teachers are supportive and committed to the ninth grade program."

"We should have more on-going student assemblies and extra/co-curricular activities."

"Teachers' reactions were positive for the most part. The extra attention and support given to the 9th graders was very welcome by most. However, teachers not in the program were also known to criticize it as getting too much attention and was a detriment to other students in the building."

Parents:

"Parents are pleased with the extensive support programs available for ninth grade students."

"Parents that participated were impressed and very helpful. However, the lack of greater numbers of supportive parents remains a negative factor."

In the next question, the principals were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

"Extensive articulation between feeder schools and the high school at the beginning of the 8th grade year will enhance student success during the ninth grade transition period. Release of direct purchase funds at the beginning of the school year will improve services to students."

"The district should not cut back on the number of high school assistant principals. To do this would only minimize the amount of service and attention that can be given to the Ninth Grade Restructuring Program."

"At Finney High School, the addition of attendance persons that are dedicated to the NGRP would greatly improve the program."

Principals were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* Their responses follow:

"A challenge of the Ninth Grade Restructuring Program is to provide incoming ninth grade students with sufficient career counseling to ensure the appropriate selection of one of the Career Technical Program offered at Denby by the 10th grade."

"The major challenges have been:

- getting students to realize the necessity of attending classes regularly and getting serious about school.
- getting more parents to support their child and the school."

"A major challenge has been trying to meet the tenants of the Ninth Grade Restructuring Program with a reduced amount of assistant principal service for the entire 1996/97 school year."

Finally, the principals were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

"The addition of a school community agent to the Denby staff has significantly increased parental involvement."

"A challenge has been trying to involve parents in meaningful ways in the school curriculum. Next year, our aim is to focus more on parental workshops, better parenting skills, and improving technology skills of parents."

"More parental involvement regardless of the level of achievement of the child. Parents often wait until it is too late to provide timely parental intervention for those students who need help. Students are also sent to school too often unprepared to attend school from the standpoint of having a proper learning attitude that is nurtured at home, and they (students) are not checked on often enough during that first critical year in high school."

AREA F. TEACHERS' PERCEPTIONS OF THE PROGRAM

There were twenty-seven (27) surveys returned by the teachers who taught in the 1996-97 Ninth Grade Restructuring Program. They rated nineteen (19) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also seven (7) open-ended questions for which their opinions were solicited.

TABLE 2
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1.	I received sufficient information about the Ninth Grade Restructuring Program.	27	22	81%
2.	Teachers in this school seem to feel that they received sufficient information for the implementation of the Ninth Grade Restructuring Program.	27	21	78
3.	The Ninth Grade Restructuring Program was successful in:			
	a. raising students' achievement in reading.	27	22	81
	b. raising students' achievement in mathematics.	27	19	70
	c. raising students' achievement in science.	27	21	78
	d. raising students' awareness of high school requirements.	27	26	96
	e. raising students' awareness of high school expectations.	27	25	93
	f. developing students' ability to work independently.	27	20	74
	g. developing students' ability of students to work cooperatively with others.	27	23	85
	h. developing self-discipline and responsibility for one's own actions and accomplishments.	27	22	81
	i. encouraging parents to be involved in their child's learning.	27	19	70

TABLE 2 (CONT'D)
TEACHERS' PERCEPTIONS
OF THE
1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Total	Number of Positive	Percent of Positive Responses
	j. helping students develop worth-while priorities.	27	24	89%
	k. helping students to attend school regularly.	27	14	52
	l. preventing students from dropping out of school.	27	21	78
4.	I feel that Ninth Grade Restructuring Program will result in improved achievement.	27	25	93
5.	Teachers feel that Ninth Grade Restructuring Program will result in improved achievement.	27	24	89
6.	I am supportive of the Ninth Grade Restructuring Program.	27	25	93
7.	Teachers in the building seem to be supportive of the Ninth Grade Restructuring Program.	27	23	85
8.	Parents received sufficient advance notification about the Ninth Grade Restructuring Program.	27	18	67

Eighty-one to ninety-six percent (81% to 96%) of the teachers "Agreed" or "Strongly Agreed" to eleven (11) of the statements.

Fifty-two to seventy-eight percent (52% to 78%) of the teachers "Agreed" or "Strongly Agreed" to the other nine (9) statements.

The mean average of all the statements "Agreed" or "Strongly agreed" is eighty-one percent (81%).

Open-Ended Questions

The teachers were asked, *what teaching strategies would I find in Ninth Grade classrooms in your school?* They responded as follows:

"Highly structured daily activity to keep students on-task. Each student knows what is expected of them. When the bell rings, they transcribe class notes from the board. They know they must participate in class discussion and stand in front of the class to read some selections."

"Teaching strategies such as cooperative learning, semantic mapping, vocabulary development and other reading strategies of cause and effect, comparison/contrast and persuasive writing techniques."

"Cooperative learning in laboratory experiments."

Cooperative learning, peer tutoring, individual and group projects, team teaching across the curriculum, and writing/reading projects."

"Use of constructivism in the form of reports, short essays, labs conducted in cooperative groups, and team-based review games like Jeopardy."

"Block scheduling and teacher teaming."

"Cooperative learning, integration of math and science objectives, use of technology, hands-on activities and the traditional lecture to help students view math and science as a whole."

"Direct instruction, cooperative learning, student centered instruction, authentic method instruction, etc."

"Cooperative learning and alternative assessment."

"Probably all of the above, although I'm not familiar with all methods used by other ninth grade teachers."

"I can only speak about my classroom. I employ all of the above methods of instruction."

Cooperative learning and student center instruction. (2)

"One-on-one teacher/student learning, cooperative learning and self-teaching."

"Cooperative learning, this method prepares students to work together for a common goal; thus preparing them for the world of work; student centered instruction gave students the opportunity to choose what they wanted to learn and made them responsible at the same time; student centered learning, however, always must have some format and teachers serve as facilitators. This engages students in the learning process."

"I feel the elimination of the HSIC program will negatively impact the ninth graders."

"Cooperative learning through group activities and alternative assessment, portfolio, journalizing, student observation, rubric scoring of overall performance and peer tutoring which is a one-on-one assistance from classroom peers."

"Authentic method of instruction is teaching the objective by giving an assignment, evaluating the lesson, and appraising the students."

"You would find various learning channels being accessed, as the well trained teachers employing a variety of the above strategies, designed around the lesson."

"Cooperative learning and alternative assessment appear to benefit students the most especially since all students do not learn or achieve in the same manner."

"Cooperative learning consists of students working together to help each other understand the material, writing in math, and constructive response math problems."

"Cooperative learning is a hands-on investigation that integrated math and science."

"You would find cooperative learning, higher order thinking, class discussion and debates."

"Cooperative learning projects."

In the next question the teachers were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

Block scheduling (2)

"Yes. This program resulted in the tracking of all 9th grade students. Also 9th graders have a strong mentoring program."

"Block scheduling first and second hours, then team teaching vocational and business education as well as science."

"In my classroom I was given two classes of ninth grade only students, always before my classes were 9-12."

"Better scheduling - from the beginning of the school year and a strong, consistent discipline system."

"Yes, team teaching, flexible scheduling (use of extra time as needed) within the second period block for math and science."

"Implementation of block scheduling and team methods."

"I am only aware of block scheduling. It would be nice to have team teaching."

"None at this time; however, discussions have been waged on the advantages and disadvantages of flexible scheduling and feasibility of such a schedule change."

"Abolishing the HSIC program."

"There was no clear set of organizational changes at Finney. I feel this was due to poor leadership and a lack of creative teaching styles."

Block scheduling and team teaching (3)

"We have both block scheduling and team teaching. The situation automatically allows for flexible internal scheduling."

"Block scheduling was implemented along with cooperative learning."

"Block scheduling and integrated instruction."

"We have been able to implement team teaching which has allowed students to relate disciplines."

Teachers were asked, *what, if any, are your major concerns about the delivery of instruction to your Grade 9 students?* Their responses follow:

"Some of my students do not pay attention when instructions are given. Too many don't focus when instructions are given and, as a result, they are unable to give me what I want."

"Some of my students are learning through repetition and guided practice to summarize, categorize, analyze, compare, or contrast information and data independently. Too many, however, are not mainly due to a lack of consistent attendance."

"Teacher training on current methods of teaching."

"Students need to reinforce the lesson at home by completing home work, so more text books are required."

"You don't always have the same students each day, because of attendance problems you have to do too much back tracking."

"A sense of responsibility - to be aware of attendance, punctuality, and bringing necessary supplies."

"Lack of materials access to computers, other technology."

"Not being able to meet content time-line, inadequate instruction in C.T. and comprehension skills."

"Poor attendance, tardiness, suspensions and other things that keep students out of class."

"Lack of self-discipline on the part of the student."

"My concern is that they learn to listen and ask questions which reflected listening. Also, they must learn to arrive on time for class."

"Although many 9th graders have exhibited patterns different than past groups, there are still too many with very high absenteeism and related problems."

"Students must attend class; come prepared and ready to learn daily! The delivery of instruction should vary, never lecture an entire class period; use a variety of instructional strategies; and survey students to ask how we as teachers could make the class more interesting and fun."

"My major concern is a consistent pattern of discipline for all ninth graders by the administration and teachers."

"There was absolutely no guidelines and team work in this program. The administrator felt the team consisted of her and counselors without an input from the teaching staff."

"We need more auditory, reading and writing texts etc. to motivate students to be even more effective instructors."

"External factors (i.e., home, community)."

"Too many interferences in daily class-time prevented some lessons from being taught. I do understand the need to introduce students to a wide variety of programs and services."

"I am concerned with some usage of cooperative learning. Despite my efforts there are still some students who do not participate and simply depend on others to complete their group tasks. Next year I will make some alterations in this strategy to correct this situation."

"Student retention of material, student involvement in their own education, student accountability, and parental involvement in their child's education."

The teachers were asked, *what are the reactions of the following stakeholders about the Ninth Grade Restructuring Program?* Their responses follow:

Students:

Positive (2)

"Students generally feel that the administrators, counselors, and teachers are concerned with them developing the skills necessary to compete after their Finney High School stay."

"Very little"

"Good and positive"

"Students are able to develop closer relationships for improving their academic and social skills."

"Students like the meetings but didn't like having to take so many classes."

"The two classes of ninth graders that I had were both a good group overall. I see a more concerned effort about grades and achievement."

"Some liked having two teachers resulting in extra help. Some complained about the lack of a break in the beginning."

"Overall reaction seem to be very positive. Implementation of 2 hr blocks next year may cause some initial negative reaction from students."

"Many students I spoke to are not aware that this is a program."

"I am not sure that students realize anything is different from this past year, but they have been impacted."

"The assemblies were worthwhile and students learned a great deal. Motivational speakers addressed real concerns and problems that students are and will be faced with."

"Most students feel that the program is an asset."

"Students feel as though they benefit due to the dedication and teamwork of teachers."

"Students realize they have to pass so many hours before they can move to the 10th grade."

"No reaction"

"Varies"

"Students are positive after learning that it is not specialized student services and having a working definition of the restructuring goal."

"Students need to select more carefully so that specialized student service children are taken care of separately."

"Some students seem to blossom in the program while others seem unaware of even the existence of the program."

"Students don't like block scheduling."

Teachers:

"Positive"

"The assemblies were motivating."

"Encouraged/appreciative"

"Teachers are accepting the challenge of fostering growth and development of new high school."

"Smaller groups instead of the entire group may be a better idea sometimes."

"Teachers had mixed review of student responsibilities and conduct."

"Group effort allowed more time to complete various tasks."

"Teachers seem to feel there's a need to push awareness of the program."

"A collective workshop of all 9th grade teachers to map out a plan as to how the program should be implemented by all 9th grade teachers. All teachers must be on the same page with the set obtainable goals envisioned and worked at daily."

"Many instructors feel that the program is positive."

"Teachers enjoy working together to monitor students."

"Teachers have excellent support and resource from other teachers and Mrs. Fisher."

"Teachers and the students continue to go to school and do not drop out."

"They felt ribbons were the main concern and not education."

"Varies"

"Involved teachers are 90% positive."

"Teachers need to be allowed to run the program as they would like (we really are interested in having successful students) - less mandated orders and more autonomous freedom to run the program."

Parents:

"I have met more parents this year than in any year I can recollect."

"Parents seem satisfied with the program."

"More involvement is need from parents. Many seem not to care, and don't participate."

"Parents still seem uninvolved."

"Parents are concerned that the students are in school and are taught what is necessary for them to become 10th graders.

"Enough information is not being sent to them regarding attendance, PTC, and student's academic achievement."

"Competing with their child(ren)'s peers with respect to setting and initiating short/long term educational goals has been a real challenge."

"Encouraged/appreciative"

"Parents feel as though the restructuring program actively prepares students in academics as well as social skills."

"Parents are glad to see a system that focuses on 9th graders."

"Parents don't know, and I didn't see more than 10 all year."

"Parents have seen more parents of ninth graders in conferences."

"Conferences were sometimes as a group rather than individual, resulting in less time."

"I've had no parental response to the program."

Administrators:

"Administrators seem to push the program."

"Some administrators wanted to misuse the block as an extra substitute."

"Administrators are not in contact."

"Administrators did some very positive things."

"Implementing programs to increase graduation."

"Administrators are concerned that the students follow Student Code of Conduct."

"Positive"

"They must be pleased with the new program."

"Cost"

"Administrators seem to feel that the teachers would not run the program well without constant guidance."

Teachers were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* Their responses follow:

"No opinion except we need to get more kids to class. Still too much absenteeism."

"In order to improve the Ninth Grade Restructuring Program a grant proposal should be written to have monies allocated for testing strategy materials to prepare students for the MEAP, HSPT, PSAT, etc."

"More monitoring of attendance and push for parents to go to PTC."

"Better organization from the beginning of the school year."

"I feel that two periods sitting in a science on stools are not easy for most students, therefore, a lab and lecture room would improve the discomfort of some students."

"School and community awareness of program. Further implementation of program components."

"Development and enforcement of attendance policy."

"Teachers need information on a continuing basis to be mindful of the ninth grade program."

"Stringent and enforced mandatory student attendance, achievement and behavior standards then forward weekly attendance reports to parents."

"Much smaller classes. Students need far more individual attention."

"The addition of a part-time attendance and record keeping (academic personnel). Meetings of all 9th grade teachers, once monthly, to decide what improvements, if any, have been made; needs, problems addressed, etc. All 9th grade parents should leave a telephone and place of employment address. No parent wants to be called on their job regarding their child."

"Students need an opportunity to experience life-education outside of the classroom. I suggest that they incorporate field trips in the program."

"More parent involvement, attendance monitored during the day from class-to-class, and student involvement with program."

"To assure that students are not out of sinc as it relates to their schedule."

"Parent involvement - mandatory to meet teacher once.

- Workshops on study habits, conflict resolution, etc.
- Teacher involvement in all grades.
- Student surveys and evaluations on how the program has helped them."

"A complete team approach."

"Teacher input on purchasing highly motivational educational materials."

"Middle school preparation for independent learning, while functioning in a group seems to be a short-coming. It is difficult to help them make the adjustment."

"Equipment needed - computers in classroom with up to date subject software, flexibility to change topics based on student need."

"Need more administrative back-up to enforce consequences (e.g., detentions) of rules."

"Positive attitudes from staff members involved. This will only occur if staff, particularly teachers, are indicating what changes need to be made for improving the program."

The teachers were asked, *for you, what have been the major challenges of the Ninth Grade Restructuring Program?* They responded as follows:

"Student absenteeism. Highly limited interest in subject matter. Short student attention span and immature behavior of a few."

"Motivating/promoting consistent attendance by at least 90 percent of my students. Developing 9th grade student reading comprehension and for writing skills to at least the 9th grade level."

"Too soon to tell."

"Incorporated into my existing lesson plans/course outline - it has been an excellent resource."

"The major challenges for me have been:

- the process of improving attendance
- increasing students skill in reading/writing
- getting student to be responsible for what they know and don't know."

"Trying to get the students to understand how important attendance is to achievement."

"Trying to increase the students sense of responsibility. I feel frustrated with not seeing an improved attendance amongst 9th graders. Although, I also recognize that any improvement will be gradual over many academic years."

"Lack of 'effective' support with discipline concerns."

"Tardiness. No penalty is given for failure to serve detentions. Half the students enrolled in Denby remain in the hallways after the bell has rung and are never penalized (until the last three months of school). We all know that silence is acceptance, and we have accepted this behavior from our students and silently we are setting them up for failure in society."

"Providing and creating meaningful lessons and activities for students."

"Understanding student need and personal background in order to teach them at a level they can be successful."

- "Attendance for certain students
- Student's ability to handle independence
- Students being reliable
- Student's tenacity"

"Not having books and teaching supplies. Students with low reading skills."

"Dealing with petty bickering among the administration and teachers."

"Teaching mathematics to 9th graders."

"Not enough cohesive interaction among staff."

"Need more time to work together with our team members."

"The Ninth Grade Restructuring Program did not cause me any problems."

"Attendance program - put in place and implemented."

"There has been marked change in 9th grade attendance, behavior and achievement."

"Students who have not had any science previously while others have."

"Not having a well defined prep period."

In the next question the teachers were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* They responded as follows:

"When single-parent households relinquish their child(ren) to the other parent's home (for visitation purposes) the child(ren)'s better educational interests should be kept in mind in both parent's homes. It should be consistent. For example, if I give a homework assignment on Friday, but a student is going to his/her other parent's home for the weekend, it is up to the other parent to make sure that the homework is done and sent with the student to school or back to the other parent's home and return to school on Monday. Parental responsibility is lacking."

"Communicating with them. Phone numbers are changed and students don't always live with their parents. A sign in front of the school and city wide PTC might help."

"A lack of parental responses to conferences."

"I can't really comment on this because my involvement with parents are during conferences and it has been overall minimum."

"More involvement"

"No comment on challenges, the parental component allowed for more parental involvement because of the program."

Lack of parental response or involvement. (2)

"More parents need to see the child as their responsibility first. Then they need to commit to actively working with school personnel."

"I have found parents to be concerned and outright shocked at the behavior of many 9th graders. However, due to economic factors, many students are from single family homes or working parent(s) homes. Therefore, much of the needed information is not being filtered to them. The percentage of parents who don't care is much smaller than the actual picture appears to be. Solution, send mail to their jobs and cass their place of employment when the need(s) arises."

"I saw no parents at the last conference."

"Parents are not involved with the program or the students."

"To get parents to participate in workshops that will benefit parents as well as students."

"Parents, most of them, are not involved in their child's education. They do not support school activities nor do they attend parent-teacher conferences. Some parents I did not see the entire year I had their child."

"Making sure the ninth grade students attend all classes. That safely is provided for the kids while in school."

"Parents who have problematic children are not as preset as they should be at conferences. Many are not supportive of the school/classroom teacher. Most are cooperative.

"None - haven't seen many. Out of four conferences I have seen six parents.

"I have repeatedly contacted some parents - to no avail - their students continue to be disruptive or absent."

"Not enough parental involvement to speak of. Parents are basically a non-existent entity. The vast majority make appearances or phone only when the inevitability of their child's failure has set in."

AREA F. STUDENTS' PERCEPTIONS OF THE PROGRAM

There were one hundred sixty-six (166) surveys returned by the students who were enrolled in the 1996-97 Ninth Grade Restructuring Program. They rated twenty (20) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also two (2) open-ended questions for which their opinions were solicited.

TABLE 3
STUDENTS' PERCEPTIONS OF THE 1995-96 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
1.	The Ninth Grade Restructuring Program has helped my classmates to:			
a.	get along with other students.	166	124	75%
b.	get along better with adults.	166	112	67
c.	feel better about themselves.	166	133	80
d.	feel better about school.	166	103	62
e.	improve their attitudes toward learning.	166	126	76
f.	develop better self-discipline.	166	116	70
g.	improve their work habits.	166	127	76
h.	improve their reading skills.	166	131	79
i.	improve their math skills.	166	117	70
j.	improve their science skills.	166	125	75
k.	attend school regularly.	166	91	55
l.	improve their ability to work cooperatively with others.	166	131	79
m.	to complete assigned tasks.	166	123	74
n.	to raise their awareness of high school requirements.	166	141	85

TABLE 3 (Cont'd)

STUDENTS' PERCEPTIONS OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Positive	Percent of Positive Responses
2.	I am satisfied with the services I have received from the program.	166	121	73%
3.	The teachers of this program appeared to be sincerely concerned about me.	166	120	72
4.	I was given homework daily in most of my classes.	166	125	75
5.	I received help from my teachers when I was having problems with my class work.	166	134	81
6.	The services offered by the counselor have been very helpful.	166	128	77
7.	The administrators of this program appeared to be sincerely concerned about me.	166	130	78

Seventy to eighty-five percent (70% to 85%) of the students "Agreed" or "Strongly Agreed" to seventeen (17) of the statements.

Fifty-five to sixty-seven percent (55% to 67%) of the students "Agreed" or "Strongly Agreed" to the other three (3) statements.

The mean average of the "Agreed" or "Strongly Agreed" responses is seventy-four percent (74%).

Open-Ended Questions

In the first question, the students were asked to indicate what they liked best about the program. **They responded as follows:**

"That it helps us to receive a better education and to realize that if we needed help, as far as school work, we can go to some of our teachers for help."

"It helps me learn more about high school. It also helps me learn what I need to do in high school."

"The out of school experiences and field trips to different places and not the same trips over and over again."

"What I like best is that the teachers seem to care about the students."

"Most of the teachers are real great."

"I liked the way some teachers take time and help me and others who may be difficult to work with."

"What I liked best about this program is that it helped me pay closer attention to the instructions. By doing this, I learned a lot more and got along better with my teachers."

"Easier than most classes:

"The program helped me learn more about the high standards of finishing high school."

"I liked the way teachers gave me make-up work when I was failing."

"That it helped me learn more and I am very pleased because I do the work so easy."

"It was very helpful in that it helped me stop and think about the choices in life."

"The extra help and the different activities."

"I like staying in the same class with my friends."

"Some of the teachers are helpful but some of them do not explain things clearly."

"Being able to get help when I was having a problem in my classes."

"I liked that whenever I needed help that it was available to me at all times even on Saturdays."

"I like that most of my teachers especially Mrs. Tempkins and Mrs. Mazza help in getting through the day and try to become better with others."

"The thing I liked best about this program was the teachers and some of the students. The teachers that we had should continue to stay with this program."

"I like the activities such as trips, contests, and I also like some of the assemblies."

"The services offered by the counselors has been very helpful."

"I liked going on the trips and I liked the teachers that were teaching the classes."

"The same people in your classes allow you to feel more comfortable."

"I think this program is very good for all students. We are the students who need to be guided by own learner, teacher, merit and ourselves to make a better program for all."

"Attending Saturday tutoring."

"Is that everybody is concerned about whether or not we get the education we deserve."

"What I like best about this program is the activity, some of the teachers and maybe the work."

"I feel that you gave us attention and you helped us with our work. You took out your time to tutor us."

"When we had did programs and how they try to help us."

"What I like the best was getting help with the work and getting a better understanding."

"The thing I liked best about this program is the work that they give us."

"It is fun and you can learn better because there are not a lot of people in the program."

"What I liked best about this program was that the teachers took time out and helped us when we needed help."

"The teachers and how they attend to our problems."

"That the work is easier and they help us out for what we need to improve on what we need help on."

"What I liked best about this program was that in the beginning of the year the principals and other staff members gave us a lot of attention."

"All of the teachers made sure that you understood the work."

"The thing I like most about this program is how if you are having trouble with your work, some of the teachers will help you."

"It helped me learn more about what I had to do and how to do it well."

"I liked that the instructors in this program made me realize attendance is really important."

"They were very helpful. They provided help which I needed."

"I liked how the administrators helped me in the things I couldn't do."

"I learned to concentrate on my learning skills."

"I liked that the people tried their best to help us."

"What I like about this program was that they tried to help me do the best things that was possible."

In the second question, the students were asked to indicate what they liked least about the program. **Some of their comments follow:**

"I like everything about the program, except teachers giving out lots of homework, but I guess that is good."

"I like least about the program is that some of the people didn't straighten up."

"We go on no trips and trips help to motivate."

"The thing I dislike about this program is how some teachers neglect students."

"What I liked least about the program was that towards the middle of the year they stopped showing concern, and the classes started getting smaller."

"That we go on trips."

"What I liked least about this program was that some of the teachers would not help you when you needed help."

"That all teachers start giving homework daily."

"The thing I liked least about this program are the fights."

"All the teachers aren't coming to school most every day."

"The teachers' attitudes, how they don't try hard enough to help us and how they're concerned with our education doesn't seem too important to them."

"I feel that you should get in more program, and stop children from being so violent."

"The thing that I like least is the way the administrators talk to us and some of the things teachers make us do."

"Some of the programs, well all the programs, was good but it was kind of boring and that don't interest some people."

"The back-to-back studying because I got no break."

"We did not go on breaks."

"The least thing I liked about this program is not going on breaks between classes."

"That I didn't get to participate in the trips they had."

"The teachers are always on you about your grades or your work."

"I dislike that we have to stay in class so long and we don't get a break."

"Lasting two hours straight without a five minute break."

"Having to stay long hours."

"Thing that I least learned was discipline."

"Staying in the same room for two hours."

"What I like least about this program was that I couldn't get a 2 to 7, so I had to walk home by myself."

"That our counselors were not very much help when we need it."

"What I least like is that the students don't want to take the help being offered."

"Some of the teachers don't care. All they really care about is getting paid."

"I didn't like the way other teachers avoided you."

AREA F. NINTH GRADE ADMINISTRATORS' PERCEPTIONS*

There were three (3) surveys returned by the Ninth Grade Administrators who were involved in the 1996-97 School Restructuring Program. They rated twelve (12) different statements dealing with the total program. The forced-choice items were accompanied by a Likert-type rating upon which responses were marked. The responses were analyzed for the percent of positive responses. ("Strongly Agree" and "Agree" responses were considered "positive"). There were also nine (9) open-ended questions for which their opinions were solicited.

TABLE 4

NINTH GRADE ADMINISTRATORS' SURVEY OF THE 1996-97 NINTH GRADE RESTRUCTURING PROGRAM

	Statements	Number of Responses Total	Number of Responses Positive	Percent of Positive Responses
The Ninth Grade Restructuring Program was successful in:				
a.	raising students' achievement in reading.	3	2	67%
b.	raising students' achievement in mathematics.	3	2	67
c.	raising students' achievement in science.	3	2	67
d.	raising incoming 9th Grade students' awareness of high school requirements.	3	3	100
e.	raising students' awareness of high expectations.	3	3	100
f.	developing self-discipline and responsibility for one's own actions and accomplishments.	3	2	67
g.	developing students' ability to work cooperatively with others.	3	3	100
h.	encouraging parents to be involved in their child's learning.	3	1	33
i.	helping students attend school regularly.	3	2	67
j.	helping students develop worthwhile priorities.	3	3	100
k.	developing students' ability to work independently.	3	3	100
l.	preventing students from dropping out of school.	3	3	100

*Most of the Ninth Grade Administrators were assistant principals who served in that administrative position. In some schools department heads served in that position.

One hundred percent (100%) responded "Strongly Agree" or "Agree" to six (6) of the statements.

Thirty-three to sixty-seven percent (33% to 67%) responded "Strongly Agree" or "Agree" to the other six (6) of the statements.

The mean average of all the positive statements is eighty-one percent (81%).

Open-Ended Questions

The Ninth Grade Administrators were asked, *how did you prepare your staff for the Ninth Grade Restructuring Program?* Their responses follow:

- "Wednesday staff meetings on goals instituted by the restructuring program.
- Teacher volunteers to teach ninth graders
- Work with MEAP/HSPT writing skill level in academic classes
- Counselor input on scheduling options"

"We held continuous meetings regarding the program last year and compared it to the ideas and proposed program this year. We brain stormed the pros and cons of material and ideas that should and should not be continued."

"A series of preparation workshops were made available to all teachers, counselors, department heads, and other support staff involved in the Ninth Grade Restructuring Program throughout the '95-96 school year. School renewal/restructuring professional development opportunities were expanded during the current school year to include nationally respected presenters via satellite presentations. Planning for the 1997-98 professional development workshops is currently in progress. Again, on-going staff development/planning workshops will be made available to instructional and support staff involved in the restructuring effort."

The Ninth Grade Administrators were asked, *what teaching strategy would you find in Ninth Grade classrooms in your school?* They responded as follows:

- "Role playing
- Cooperative learning activities
- Narrative writing improvements
- Computer lab educational software instituting games and interactive learning
- Instituting homework policy whereby homework is part of the students grade."

"In ninth grade classrooms you would find the teachers using a 'colors' theme which is a program that enhances students learning by identifying learning styles and personality types. Ninth grade teachers were in-serviced about 'colors' and the individual learner. Classroom activities are centered around increasing students learning and individual instruction."

"A core group of ninth grade teachers accepted the challenge to become risk-takers and embrace academic change. Teaching strategies in the classrooms of these teachers includes: peer collaboration/team teaching, use of thematic teaching units, cooperative learning activities, guest speaker/lecture series (focused topics). 'Analyze and Apply' is an additional instructional delivery system utilized in the ninth grade program. Key components of this instructional program are authentic assessments, work place situations and critical thinking development. Grade core teachers have a common planning period and are committed to enhancing their teaching skills to increase student performance."

The Ninth Grade Administrators were asked, *did any organizational change(s) occur in your school as a result of the Ninth Grade Restructuring Program?* They responded as follows:

~~"None"~~ "Block scheduling, flexible scheduling
~~"No"~~ and team teaching"

"The desire to expand the 'School-Within-a-School' philosophy is the focus of current organizational changes supporting the Ninth Grade Restructuring Program. Some of the organizational changes that occurred in the 1996-97 school year includes: centralized location of ninth grade counselors, centralized locker locations for ninth grade students and curriculum modification. Incoming ninth graders not enrolled in the BSAT or honors curriculum were randomly selected for Project 2000 (Modified Academic Block Homeroom or Project) 'Back-to-Back' - two period integrated academic block. Assistant Attendance Officers (AAO) assignment included assisting students to stay on track academically and monitor weekly attendance. After school and Super Saturday Tutorial/Enrichment Program increased the number of sessions and environment offerings for this school year."

The Ninth Grade Administrators were asked, *are you going to do anything different for the 1996-97 Grade 9 students when they are in the 10th grade in 1997-98?* Their responses follow:

- "Peer mediation
- Increase in self-esteem assemblies
- Adjust scheduling to improve academic improvement on HSPT results
- More expedient notification of parents regarding attendance
- Increase in the use of software learning technology in our computer labs"

"No"

"Successful academic and support programs implemented during the 9th grade year will continue for students as they enter the 10th grade. Block scheduling, cooperative and integrated instruction will be introduced to the 10th grade mathematics curriculum offerings in 1997-98. Assistant attendance officers will be assigned to monitor the weekly attendance of each 10th grade student during 1997-98 school year."

The Ninth Grade Administrators were asked, *what, if any, are your major concerns about the delivery of instruction by your teachers of Grade 9 students?* Their responses follow:

"None"

"The students' behavior is still very playful at the ninth grade level. They do not realize that the transition from middle to high school is not easy and their studies must be taken seriously. High school teachers do not have the patience or tolerance for this transitional learning period. Their delivery of instruction is at a faster pace than the students and often leaven gaps in the learning process."

"Initially some 9th grade teachers misjudge the academic level of incoming students. A thorough assessment process along with the use of diverse teaching strategies and multiple intelligence/authentic assessment techniques will enhance the instructional delivery of ninth grade teachers."

The Ninth Grade Administrators were asked, *what are the reactions of the following stakehoders about the Ninth Grade Restructuring Program?* They responded as follows:

Students:

"Ninth grade student retention is higher."

"The students appear to be impressed with the activities given by the restructuring team."

"Positive reactions are noted by the majority of students that participated in the numerous academic/support services funded and developed by the Ninth Grade Restructuring Program."

Teachers:

"Higher morale in terms of total school environment."

"Positive. However, the various activities are criticized because they are isolated and only presented for the ninth graders."

"Favorable reactions to the Ninth Grade Restructuring Program are consistently displayed by the dedicated and committed core teaching staff."

Parents:

"No reactions noted so far."

"The few parents that are involved respond positively to all programs."

"Parents react favorable to the numerous academic and support services available for their 9th grade youngster attending Denby Technical and Preparatory High School."

The Ninth Grade Administrators were asked, *what changes would improve the implementation of the Ninth Grade Restructuring Program?* They responded as follows:

"Nothing that we are not doing already."

"The most important change that would improve the implementation of the program would be for the students' attendance to improve. We cannot improve or enhance learning if the students do not come to school. When the parents are notified, we have found that they are already knowledgeable of their child's attendance leaving us with the thought that this practice of being absent did not start in high school. We also need more parental involvement to improve the program."

"Suggestions for improving the Ninth Grade Restructuring Program include: the timely distribution of funds to local schools and to continue the development of community resource/partnership support programs. Area/City-Wide ninth grade administrator meetings and professional development opportunities will greatly enhance district restructuring efforts. Currently, ninth grade administrators are not provided with an opportunity to meet, exchange ideas and share information. This practice must change to ensure effective systemic change.

The Ninth Grade Administrators were asked, *for you what have been the major challenges of the Ninth Grade Restructuring Program?* Their responses follow:

"None"

"The major challenges of the program are seen in the students poor attendance pattern, lack of parental participation, and the school's physical plant layout."

"The expansion of the 'School-Within-a-School' concept, additional curriculum modifications and support staff/services (greatly welcomed) increased my supervision

responsibilities during the 1996-97 school year. Of the numerous components that are essential to a viable Ninth Grade Restructuring Program is not only rewarding, but quite a challenge."

Finally the Ninth Grade Administrators were asked, *what, if any, have been the challenges with the parental component of the Ninth Grade Restructuring Program?* Their responses follow:

"Parental involvement in this neighborhood has always been at low key. The Ninth Grade Restructuring Program has apparently not yet impacted parental involvement."

"The majority of parents do not participate with school programs. They don't visit the school or call to encourage student success."

"The addition of a school community agent to our staff at the beginning of the school year has significantly improved the parental involvement component of the NGRP. Parents attended all school functions in greater numbers than in past years. Parents are also more motivated to become actively involved in LSCO functions."

A. <u>Area E Ninth Grade Restructuring Personnel</u>*

	Number of FTE's 1995-96	Number of FTE's 1996-97
• Ninth grade administrators	3	3
• Counselors	3	2
• Social workers	1	1
• Attendance officers	5	6
• Teachers	3	4

	1995-96	1996-97
B. Total number of teachers teaching only Ninth Grade students	*20	26
C. Total number of teachers teaching some Ninth Grade students	*58	80
D. Number of students served as part of Ninth Grade Restructuring	*2653	2357

*These numbers are based on the returned surveys of the Ninth Grade Administrators. Some did not respond to all items of the survey.

The ninth grade administrators were also asked to indicate with "Yes" or "No" if the programs listed below were operational in their schools. Their responses follow:

Academic Programs	Yes	No	No Response
a. Organizational Change e.g. School-Within-A-School, flexible scheduling, block-time for a core curriculum area, etc.	2	1	0
b. Summer Preparation e.g. orientation to high school, study skills, etc.	3	0	0
c. Before/During/After School Tutorial Programs e.g. indicate if tutors are students, teachers, parents, etc.; what materials are used; what training was involved.	3	0	0
d. New Experimental Course Offerings e.g. courses offered for the first time in your school, description of courses, etc.	0	3	0
e. Improve Quality of Instruction e.g. hands-on-activities, cooperative and/or collaborative learning, increased time on task, greater use of test results to modify instruction.	3	0	0
f. Technology e.g. description of hardware and software used in your school; who is using them; how it is used, etc.	2	1	0
Support Programs	**Yes**	**No**	**No Response**
a. Attendance Program e.g. attendance services that go beyond the services now provided addition of an attendance agent, etc.	2	1	0
b. Counseling Program e.g. counseling services that go beyond the traditional services, of scheduling, discipline and career exploration.	2	1	0
c. Health Services e.g. addition of a nurse, establishment of health clinic, etc.	0	3	0

ACADEMIC AND SUPPORT PROGRAMS

The Ninth Grade Administrators were asked to select an academic or support program which they found to be successful in their school. Three of the programs follow:

A. INCREASED GUIDANCE AND COUNSELING

Need

Describe the needs which substantiate the use of this program.

The developmental needs of students at the age/grade level of high school freshmen require increased understanding, support and decision making abilities to become responsible adults.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

Students' awareness of the expectation for high school students
Students' development of the need for increased self-awareness, self-esteem and self-discipline
Students' ability to develop acceptable behavior
Students' ability to develop acceptable priorities
Students' desire to complete high school

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

The counselors and social worker assigned serviced classroom groups with three ten-week specially designed programs dealing with p4ersonal growth and development for the entire ninth grade population. In addition to their services, outside agencies assisted in assemblies and classroom guidance activities that would enhance the monthly theme being presented.

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

Classification	Number
Assistant principal	1
Guidance counselors	2
Social Worker	1
Compact technician	1

Note: Classroom teachers assisted by summarizing visits made by the counselor and social worker and by promoting monthly themes for the students' continued awareness.

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

The data used to evaluate the success of the programs' objectives were depending upon assessment surveys given to selected staff members and students. We also compiled data from the Student Information System to decide the extent of student achievement, attendance and code violation and compared it with similar data from last year.

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and, if known, the trainers.

'Colors' for personality type and learning style identification

Given by: Dr. Diane Marshall-Reed
Given to: Teachers, counselors and administrators
Time: 3 hours

Ninth Grade Restructuring Planning

Given by: Ninth Grade Administrator and Social Worker
Given to: Teachers, counselors and administrators
Time: 2 hours

Compact for Ninth Graders

Given by: Ninth Grade Restructuring Team
Given to: All ninth graders and parents
Time: 2 hours

Restructuring and High School Awareness

Given by: Ninth Grade Restructuring Team
Given to: All ninth graders and parents
Time: 3 hours

B. AFTER SCHOOL TUTORIAL/SUPER SATURDAY TUTORIAL AND ENRICHMENT

Need

Describe the needs which substantiate the use of this program.

Evaluation of student performance after the first card marking period indicated a number of 9th graders were experiencing not only academic difficulties but also serious adjustment problems.

The After School Tutorial/Super Saturday Tutorial and Enrichment Program is a resource to assist students performing below acceptable standards academically, socially and emotionally.

Objective(s)

State the objective(s) in terms of the amount of improvement for each need.

The objective of the tutorial/enrichment program is to ensure students will successfully complete the ninth grade year. The program is designed to help students to:

- improve academic performance
- increase daily attendance
- decrease suspensions/student code violations
- seek positive cultural/enrichment activities

Program Description

Please clearly describe the operation of this program. Please emphasize what will be different for the students and teachers.

Small tutorial classes allow teachers an opportunity to address individual student needs. Students not only benefit academically but self-esteem is also improved.

The Saturday program provides a more relaxed setting for students and teachers. After academic tutoring, students were able to select from the following enrichment activities:

- creative foods
- t-shirt design
- art expression
- computers
- physical fitness/recreation

Staffing

Please indicate the number and classification of the staff needed to implement this program, e.g., teachers, counselors, educational technicians, student assistants, etc.

The following staff were needed to implement the After School Tutorial/Super Saturday Tutorial and Enrichment Program.

Teachers: One teacher from each academic discipline is required for the Monday/Wednesday Program (English, mathematics, science and U.S. History), a total of four.

Student Assistants: Two student assistants were hired to tutor/assist teachers during the weekday tutorial program.

Additional Support Staff: Two assistant attendance officers monitored students who agreed to complete detention obligation(s) on Saturday in lieu of facing a 3-day suspension.

Secretary: One secretary to monitor office operations, supplies and duplication services for the Saturday program.

Evaluation

Please describe what data you will use to determine whether or not your objective(s) have been met.

The percentage of ninth grade failures for the 1996-97 school year will be compared to the percentage of ninth grade failures for the 1995-96 school year. In addition, we will survey classroom teachers to compare the performance of students that participated in this program.

Professional Development

Please describe the in-service training you provided in terms of content, time to be allotted, and if know, the trainers.

On-going professional development is an integral part of the Ninth Grade Restructuring Program.

Staff development workshops via satellite/video tape provided through National School conference (NSC() training sessions were offered to all staff on the schedule below:

Thursday, February 6, 1997 Gang Drugs Violence 1:30 - 3:30 p.m. (Videotaped)

Wednesday, March 26, 1997	Multiple Intelligences	4:00 - 6:00 p.m. (Live)
Monday, April 21, 1997	Infusing Critical Thinking Skills Into The Curriculum	4:00 - 6:00 p.m. (Live)
Wednesday, May 27, 1997	Improving Student Achievement With Information Technology	4:00 - 6:00 p.m. (Live)

The After-School Program offers academic assistance on the following schedule:

Class	Day	Time
English/Social Studies	Monday	3:40 - 6:10 p.m.
Math/Science	Wednesday	4:00 - 6:30 p.m.

The Saturday Tutorial/Enrichment Program (STEP I-Super Saturday) includes tutoring in English mathematics, science, social studies, personal/social relationship, enrichment activities and parent workshops.

The Saturday program will also allow students an opportunity to complete detention obligations. The Saturday tutorial schedule is as follows:

Continental Breakfast	8:00 a.m. - 8:30 a.m.
Orientation	8:30 a.m. - 8:30 a.m.
Classes begin	9:00 a.m. - 12:00 Noon

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 9

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1995, 6/1996 and 6/1997
b.	Daily Attendance (1)	6/1995, 6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1995, 6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1995, 4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1995, 6/1996 and 6/1997

The results are as follows:

NINTH GRADE/GRADE POINT AVERAGES
June, 1995
(Before the Program)

Table 5 shows that Burbank M.S. (2.5) and Jackson M.S. (1.8) are above the Area GPA's of (1.3) and District (1.5). Denby (1.3) and Finney (1.3) High Schools are the same as the Area (1.3) GPA's but below the District (1.5). Charles Vincent CEC (0.8) and Southeastern (1.0) High School are below the Area and District GPA's.

TABLE 5

AREA F SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES 1994-95

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Charles Vincent CEC*	113*	0.8	2683**	1.3	19,484**	1.5
Denby High School	992*	1.3	2683**	1.3	19,484**	1.5
Finney High School	724*	1.3	2683**	1.3	19,484**	1.5
Southeastern High School	596*	1.0	2683**	1.3	19,484**	1.5
Burbank Middle School	192*	2.5	2683**	1.3	19,484**	1.5
Jackson Middle School	57*	1.8	2683**	1.3	19,484**	1.5

*Pregnant and Teen Mothers Center

**All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 6 shows that Burbank M.S. (77%) and Jackson M.S. (39%) have higher percents of students with GPA's of 2.0+ than the Area (30%) and the District (35%). Finney H.S. (30%) has similar percents of students with a GPA of 2.0+ as the Area (30%) but below the District (35%). The other three schools Charles Vincent CEC (16%), Denby H.S. (27%) and Southeastern H.S. (19%) have lower percents of students with GPA's of 2.0+ than the Area (30%) and the District (35%).

TABLE 6

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1994-95

	School Average		Area Average		District Average	
Name of School	N	Percent	N	Percent	N	Percent
Charles Vincent CEC	18*	16%	793*	30%	6832*	35%
Denby High School	266*	27%	793*	30%	6832*	35%
Finney High School	220*	30%	793*	30%	6832*	35%
Southeastern High School	115*	19%	793*	30%	6832*	35%
Burbank Middle School	147*	77%	793*	30%	6832*	35%
Jackson Middle School	22*	39%	793*	30%	6832*	35%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1996
(First Year of Program)

Table 7 shows that Burbank M.S. (2.3) and Jackson M.S. (1.8) have higher GPA's than the Area (1.4) and the District (1.5). Denby H.S. (1.5) and Finney H.S. (1.5) have higher GPA's than the Area (1.4) but equal the District (1.5). Charles Vincent CEC (0.7) and Southeastern H.S. (1.1) have lower GPA's than the Area (1.4) and the District (1.5).

TABLE 7

AREA F SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES 1995-96

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Charles Vincent CEC	79*	0.7	2544*	1.4	18,332*	1.5
Denby High School	847*	1.5	2544*	1.4	18,332**	1.5
Finney High School	687*	1.5	2544*	1.4	18,332**	1.5
Southeastern High School	637*	1.1	2544*	1.4	18,332**	1.5
Burbank Middle School	198*	2.3	2544*	1.4	18,332**	1.5
Jackson Middle School	83*	1.8	2544*	1.4	18,332**	1.5

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 8 shows that Denby H.S. (33%) and Finney H.S. (34%) have higher percents of students with GPA's of 2.0+ than the Area (32%) but lower percents of students with GPA's of 2.0+ than the District. Southeastern H.S. (23%) and Jackson M.S. (28%) have lower percents of students with GPA's of 2.0+ than the Area (32%) and the District (36%). Burbank M.S. (65%) has a higher percent of students with a GPA of 2.0+ than the Area (32%) and the District (36%). Charles Vincent CEC (10%) has a lower percent of students with a GPA of 2.0+ than the Area (32%) and the District (36%).

TABLE 8

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1995-96

Name of School	School Average		Area Average		District Average	
	N	Percent	N	Percent	N	Percent
Charles Vincent CEC	8*	10%	820*	32%	6684*	36%
Denby High School	278*	33%	820*	32%	6684*	36%
Finney High School	233*	34%	820*	32%	6684*	36%
Southeastern High School	145*	23%	820*	32%	6684*	36%
Burbank Middle School	129*	65%	820*	32%	6684*	36%
Jackson Middle School	23*	28%	820*	32%	6684*	36%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

NINTH GRADE/GRADE POINT AVERAGES
June, 1997
(Second Year of Program)

Table 9 shows that Denby H.S. (1.6) is above the Area GPA of (1.4) and District (1.5). Charles Vincent CEC (0.8), Finney H.S. (1.2) and Southeastern H.S. (1.3) are below the Area (1.4) and the District's GPA (1.5). Jackson M.S. (1.4) is the same as the Area GPA of (1.4) but lower than the District GPA (1.5).

TABLE 9

AREA F SCHOOLS NINTH GRADE/ GRADE POINT AVERAGES 1996-97

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Charles Vincent CEC	49*	0.8	2361*	1.4	17,553*	1.5
Denby High School	828*	1.6	2361*	1.4	17,553*	1.5
Finney High School	799*	1.2	2361*	1.4	17,553*	1.5
Southeastern High School	635*	1.3	2361*	1.4	17,553*	1.5
Jackson Middle School	37*	1.4	2361*	1.4	17,553*	1.5

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 10 shows that Denby H.S. (36%) and Jackson M.S. (32%) have higher percents of students with GPA's of 2.0+ than the Area (29%) but lower percents of students with GPA's of 2.0+ than the District (38%). Southeastern H.S. (27%) and Finney H.S. (26%) have lower percents of students with GPA's of 2.0+ than the Area (29%) and the District (38%). Charles Vincent CEC (10%) has a lower percent of students with a GPA of 2.0+ than the Area (29%) and the District (38%).

TABLE 10

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	4*	10%	695*	29%	6721*	38%
Denby High School	294*	36%	695*	29%	6721*	38%
Finney High School	211*	26%	695*	29%	6721*	38%
Southeastern High School	170*	27%	695*	29%	6721*	38%
Jackson Middle School	12*	32%	695*	29%	6721*	38%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1995
(Before the Program)

Table 11 shows that the ninth grade student average daily attendance for Charles Vincent CEC (90%), Burbank M.S. (94%) and Jackson M.S. (86%) have better student daily attendance than the Area (74%) and the District (77%). Denby H.S. (71%), Finney H.S. (71%) and Southeastern H.S. (70%) have lower student daily attendance than both the Area (74%) and the District (77%).

TABLE 11

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1994-95

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	113*	90%	2683*	74%	19,484*	77%
Denby High School	992*	71%	2683*	74%	19,484*	77%
Finney High School	724*	71%	2683*	74%	19,484*	77%
Southeastern High School	596*	70%	2683*	74%	19,484*	77%
Burbank Middle School	192*	94%	2683*	74%	19,484*	77%
Jackson Middle School	57*	86%	2683*	74%	19,484*	77%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 12 shows that Charles Vincent CEC (46%), Burbank M.S. (79%) and Jackson M.S. (40%) have higher percents of students with daily attendance of 92%+ than the Area (16%) and the District (26%). Southeastern H.S. (19%) has a higher percent of students with daily attendance of 92%+ than the Area (16%) but lower than the District (26%). Denby H.S. (10%) and Finney H.S. (6%) have lower percents of students with daily attendance of 92%+ than both the Area (16%) and the District (26%).

TABLE 12

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1994-95

Name of School	School Average		Area Average		District Average	
	N	Percent	N	Percent	N	Percent
Charles Vincent CEC	52*	46%	442*	16%	5124*	26%
Denby High School	95*	10%	442*	16%	5124	26%
Finney High School	45*	6%	442*	16%	5124	26%
Southeastern High School	115*	19%	442*	16%	5124	26%
Burbank Middle School	151*	79%	442*	16%	5124	26%
Jackson Middle School	23*	40%	442*	16%	5124	26%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(First Year of Program)

Table 13 shows the student daily attendance for Charles Vincent CEC (85%), Burbank M.S. (93%) and Jackson M.S. (90%) are better than the Area (75%) and the District (77%). Denby H.S. (73%), Finney H.S. (74%) and Southeastern H.S. (71%) have lower student daily attendance than the Area (75%) and the District (77%).

TABLE 13

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	79*	85%	2544*	75%	18,332*	77%
Denby High School	847*	73%	2544*	75%	18,332*	77%
Finney High School	687*	74%	2544*	75%	18,332*	77%
Southeastern High School	673*	71%	2544*	75%	18,332*	77%
Burbank Middle School	198*	93%	2544*	75%	18,332*	77%
Jackson Middle School	83*	90%	2544*	75%	18,332*	77%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 14 shows that Charles Vincent CEC (48%), Burbank M.S. (72%) and Jackson M.S. (55%) have higher percents of students with daily attendance of 92%+ than the Area (18%) and the District (27%). Denby H.S. (11%), Finney H.S. (9%) and Southeastern H.S. (11%) have lower percents of students with daily attendance of 92%+ than the Area (18%) and the District (27%).

TABLE 14

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	38*	48%	467*	18%	5015*	27%
Denby High School	97*	11%	467*	18%	5015*	27%
Finney High School	62*	9%	467*	18%	5015*	27%
Southeastern High School	70*	11%	467*	18%	5015*	27%
Burbank Middle School	143*	72%	467*	18%	5015*	27%
Jackson Middle School	46*	55%	467*	18%	5015*	27%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

NINTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Second Year of Program)

Table 15 shows that the ninth grade student average daily attendance for Charles Vincent CEC (85%) and Jackson M.S. (86%) have better student daily attendance than the Area (75%) and the District (78%). Denby H.S. (75%), Finney H.S. (74%) and Southeastern H.S. (76%) have lower student daily attendance than both the Area (75%) and the District (78%).

TABLE 15

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	49*	85%	2361*	75%	17,553*	78%
Denby High School	828*	75%	2361*	75%	17,553*	78%
Finney High School	799*	74%	2361*	75%	17,553*	78%
Southeastern High School	635*	76%	2361*	75%	17,553*	78%
Jackson Middle School	37*	86%	2361*	75%	17,553*	78%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

Table 16 shows that the ninth grade student average daily attendance for Charles Vincent CEC (39%) and Jackson M.S. (41%) have better student daily attendance than the Area (13%) and the District (29%). Finney H.S. (9%) and Southeastern H.S. (11%) have lower student daily attendance than both the Area (74%) but lower that the District (29%). Denby H.S. (14%) has higher student daily attendance than the Area (13%) but lower than the District (29%).

TABLE 16

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	19*	39%	299*	13%	5054*	29%
Denby High School	113*	14%	299*	13%	5054*	29%
Finney High School	71*	9%	299*	13%	5054*	29%
Southeastern High School	72*	11%	299*	13%	5054*	29%
Jackson Middle School	15*	41%	299*	13%	5054*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1995
(Before the Program)

Data in Table 17 show that the Area F schools' attempted credit hours average is 41.1; the earned Area F credit hours average is 26.1 a difference of 15.0 credit hours. Burbank M.S., Jackson M.S. and Denby H.S. are above the Area averages for attempted and earned credit hours. Charles Vincent CEC, Finney H.S. and Southeastern H.S. are below the Area attempted (41.1) and earned (26.1) credit hours. Burbank M.S. is above the District for attempted credit hours but below the District in earned credit hours. All the other schools are below the District's attempted and earned credit hours.

TABLE 17

AREA F SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1994-95

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Charles Vincent CEC	120*	39.0	16.0	2820*	41.1	26.1	20,622*	48.5	32.8
Denby High School	1100*	47.7	27.0	2820*	41.1	26.1	20,622*	48.5	32.8
Finney High School	743*	34.5	26.0	2820*	41.1	26.1	20,622*	48.5	32.8
Southeastern High School	597*	39.8	24.2	2820*	41.1	26.1	20,622*	48.5	32.8
Burbank Middle School	192*	52.2	50.1	2820*	41.1	26.1	20,622*	48.5	32.8
Jackson Middle School	57*	45.3	35.6	2820*	41.1	26.1	20,622*	48.5	32.8

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(First Year of Program)

Data in Table 18 show that the Area F schools' attempted credit hours average is 42.8; the earned credit hours average is 29.3 a difference of 13.5 credit hours. Denby H.S. and Burbank M.S. are above the Area averages attempted and earned credit hours. Jackson M.S. is below the Area attempted but higher than the Area earned. Charles Vincent CEC, Finney H.S. and Southeastern H.S. are below the Area attempted and earned. Burbank M.S. is above the District's attempted and earned credit hours. All the other schools are below the District's attempted and earned credit hours.

TABLE 18

AREA F SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1995-96

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Charles Vincent CEC	84*	32.4	13.6	2683*	42.8	29.3	19,227*	49.7	34.4
Denby High School	953*	49.5	30.4	2683*	42.8	29.3	19,227*	49.7	34.4
Finney High School	694*	35.2	27.7	2683*	42.8	29.3	19,227*	49.7	34.4
Southeastern High School	652*	39.7	24.9	2683*	42.8	29.3	19,227*	49.7	34.4
Burbank Middle School	198*	54.3	48.6	2683*	42.8	29.3	19,227*	49.7	34.4
Jackson Middle School	84*	39.0	33.5	2683*	42.8	29.3	19,227*	49.7	34.4

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Second Year of Program)

Data in Table 19 show that the Area F schools' attempted credit hours average is 42.4; the earned credit hours average is 40.3 a difference of 2.1 credit hours. Denby H.S. and Finnery H.S. are above the Area averages attempted and earned credit hours. Jackson M.S. is below the Area attempted and the Area earned. Charles Vincent CEC and Jackson M.S. are below the Area attempted and earned. Southeastern H.S. is below the District's attempted and earned credit hours.

TABLE 19

AREA F SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ NINTH GRADE
June, 1996-97

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Charles Vincent CEC	49*	38.8	29.6	2348*	42.4	40.3	17,272*	49.7	46.9
Denby High School	828*	43.9	42.2	2348*	42.4	40.3	17,272*	49.7	46.9
Finney High School	799*	43.4	40.8	2348*	42.4	40.3	17,272*	49.7	46.9
Southeastern High School	635*	40.6	38.4	2348*	42.4	40.3	17,272*	49.7	46.9
Jackson Middle School	37*	31.6	29.4	2348*	42.4	40.3	17,272*	49.7	46.9

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS
April, 1995
(Before the Program)

Data in Table 20 show that the Area's mean Normal Curve Equivalent (NCE) for reading is 29.7, the District's mean NCE is 36.5, and the mean National NCE is 50.0. All the schools are below the District's mean NCE of 36.5 and the National mean NCE of 50.0. Denby H.S. (31.4), Jackson M.S. (31.4) and Burbank M.S. (30.7) are above the Area's mean NCE (29.7). However, Charles Vincent CEC (19.4), Finney H.S. (29.2) and Southeastern H.S. (28.1) are below the Area's mean NCE (29.7).

TABLE 20

AREA F SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1994-95

	N	Mean NCE	GME*
Area	1013**	29.7	6.5
District	9066**	36.5	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	21**	19.4	5.5
Denby High School	335**	31.4	6.6
Finney High School	275**	29.2	6.5
Southeastern High School	171**	28.1	6.3
Burbank Middle School	172**	30.7	6.6
Jackson Middle School	39**	31.4	6.7

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 21 show that the Area's mean NCE for mathematics is 33.3, the District's mean NCE is 39.2 and the National mean NCE is 50.0. All schools Charles Vincent Academy (22.5), Denby H.S. (33.2), Finney H.S. (33.4), Southeastern H.S. (32.6), Burbank M.S. (34.9) and Jackson M.S. (31.4) are below the District's mean NCE (39.2) and the National mean NCE (50.0). However, Burbank M.S. (34.9) is above the Area's mean NCE (33.3). Denby H.S. (33.2), Finney H.S. (33.4) and Jackson M.S. (31.4) are similar as the Area's mean NCE (33.3). Southeastern H.S. (32.6) and Charles Vincent CEC (22.5) are below the Area's mean NCE (33.3).

TABLE 21

AREA F SCHOOLS NINTH GRADE
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1994-95

	N	Mean NCE	GME*
Area	1009**	33.3	6.7
District	9009**	39.2	7.5
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	21**	22.5	5.8
Denby High School	335**	33.2	6.7
Finney High School	271**	33.4	6.7
Southeastern High School	171**	32.6	6.6
Burbank Middle School	172**	34.9	6.8
Jackson Middle School	39**	31.4	6.7

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(First Year of Program)

Data in Table 22 show that the Area's mean NCE for reading is 28.7, the District's mean NCE is 36.9 and the National mean NCE is 50.0. All schools Charles Vincent CEC (29.0), Denby H.S. (27.8), Finney H.S. (29.0), Southeastern H.S. (26.9), Burbank M.S. (32.0) and Jackson M.S. (30.2) are below the District's mean NCE (36.9) and the National mean NCE (50.0). However, Charles Vincent CEC (29.0), Finney H.S. (29.0), Burbank M.S. (32.0) and Jackson M.S. (30.2) are above the Area's mean NCE (28.7). Denby H.S. (27.8) and Southeastern H.S. (26.9) are below the Area's mean NCE (28.7).

TABLE 22

AREA F SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1995-96

		Mean	
	N	NCE	GME*
Area	1073**	28.7	6.4
District	9003**	36.9	7.7
National		50.0	9.7

		Mean	
Name of School	N	NCE	GME*
Charles Vincent CEC	17**	29.0	6.5
Denby High School	388**	27.8	6.3
Finney High School	309**	29.0	6.4
Southeastern High School	178**	26.9	6.2
Burbank Middle School	134**	32.0	6.7
Jackson Middle School	47**	30.2	6.5

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 23 show that the Area's mean NCE for mathematics is 34.7, the District's mean NCE is 40.1 and the National mean NCE is 50.0. All schools Charles Vincent CEC (36.1), Denby H.S. (37.6), Finney H.S. (31.7), Southeastern H.S. (36.3), Burbank M.S. (29.8) and Jackson M.S. (31.7) are below the District's mean NCE (40.1) and the National mean NCE (50.0). However, Charles Vincent CEC (36.1), Denby H.S. (37.6) and Southeastern H.S. (36.3) are above the Area's mean NCE (34.7); Finney H.S. (31.7), Burbank M.S. (29.8) and Jackson M.S. (31.7) are below the Area's mean NCE (34.7).

TABLE 23

AREA F SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1995-96

	N	Mean NCE	GME*
Area	1062**	34.7	6.8
District	8971**	40.1	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	17**	36.1	6.9
Denby High School	388**	37.6	7.0
Finney High School	309**	31.7	6.6
Southeastern High School	178**	36.3	6.8
Burbank Middle School	123**	29.8	6.4
Jackson Middle School	47**	31.7	5.6

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Second Year of Program)

Data in Table 24 show that the Area's mean NCE for reading is 27.7, the District's mean NCE is 35.6 and the National mean NCE is 50.0. Charles Vincent CEC (24.2), Denby H.S. and Jackson M.S. (25.4) are below the Area (27.7), the District's mean NCE (35.6) and the National mean NCE (50.0). Denby H.S. (27.8) and Southeastern H.S. (26.9) are below the Area's mean NCE (28.7) and the District's mean NCE (35.6). Finney H.S. (27.7) is the same as the Area (27.7) but lower than the District. All schools are below the National NCE (50.0).

TABLE 24

AREA F SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996-97

	N	Mean NCE	GME*
Area	905**	27.7	6.3
District	8613**	35.6	7.1
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	14**	24.2	5.9
Denby High School	330**	27.8	6.3
Finney High School	315**	27.7	6.2
Southeastern High School	218**	28.2	6.3
Jackson Middle School	28**	25.4	6.0

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 25 show that the Area's mean NCE for mathematics is 32.2, the District's mean NCE is 40.0 and the National mean NCE is 50.0. Charles Vincent CEC (30.9), Denby H.S. (32.1) and Finney H.S. (30.2) are below the area (32.2), the District's mean NCE (40.0) and the National mean NCE (50.0). However, Jackson M.S. (37.9) is above the Area (32.2) but lower than the District (40.0).

TABLE 25

AREA F SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996-97

	N	Mean NCE	GME*
Area	888**	32.2	6.6
District	8648**	40.0	7.6
National		50.0	9.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	14**	30.9	6.5
Denby High School	329**	32.1	6.6
Finney High School	299**	30.2	6.4
Southeastern High School	218**	34.6	6.7
Jackson Middle School	218**	37.9	7.2

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1995
(Before the Program)

Table 26 shows the number and percent of incoming 9th grade students leaving school. Burbank M.S. (29.79), Jackson M.S. (34.00) and Denby H.S. (28.99) have lower percents of incoming 9th grade students leaving school than the Area (34.48) but higher than the District (27.10). Finney H.S. (33.82), Southeastern H.S. (41.12) and Charles Vincent CEC (83.33) have higher percents of incoming 9th grade students leaving school than the Area (34.48) and the District (27.10).

TABLE 26

AREA F SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1994-95

Name of School	School			Area			District		
	Number Left**	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Burbank Middle School	56	188	29.79	550	1595	34.48	3411	12,585	27.10
Jackson Middle School	17	50	34.00	550	1595	34.48	3411	12,585	27.10
Denby High School	165	569	28.99	550	1595	34.48	3411	12,585	27.10
Finney High School	138	408	33.82	550	1595	34.48	3411	12,585	27.10
Southeastern High School	139	338	41.12	550	1595	34.48	3411	12,585	27.10
Charles Vincent CEC	35	42	83.33	550	1595	34.48	3411	12,585	27.10

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices B-G - Reasons for leaving school listed by school (1995-97)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(First Year of Program)

Table 27 shows the number and percent of incoming 9th grade students leaving school. Burbank M.S. (15.91) has lower percents of incoming 9th grade students than the Area (23.28) and the District (17.34). Denby H.S. (17.82) has lower percents of students than the Area (23.28) but higher than the District (17.34). Jackson M.S. (23.72), Finney H.S. (27.50), Southeastern H.S. (26.10) and Charles Vincent CEC (70.00) have higher percents of students leaving school than the Area (23.28) and the District (16.86).

TABLE 27

AREA F SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Burbank Middle School	28	176	15.91	381	1636	23.28	2110	12,167	17.34
Jackson Middle School	14	59	23.72	381	1636	23.28	2110	12,167	17.34
Denby High School	98	550	17.82	381	1636	23.28	2110	12,167	17.34
Finney High School	113	411	27.50	381	1636	23.28	2110	12,167	17.34
Southeastern High School	107	410	26.10	381	1636	23.28	2110	12,167	17.34
Charles Vincent CEC	21	30	70.00	381	1636	23.28	2110	12,167	17.34

*See Appendix C for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Second Year of Program)

Table 28 shows the number and percent of incoming 9th grade students leaving school. Denby H.S. (7.31) has lower percents of students than the Area (11.45) but higher than the District (8.78). Jackson M.S. (11.76), Southeastern H.S. (18.82) and Charles Vincent CEC (31.25) have higher percents of students leaving school than the Area (11.45) and the District (8.78).

TABLE 28

AREA F SCHOOLS WITH INCOMING NINTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Jackson Middle School	2	17	11.76	161	1406	11.45	994	11,324	8.78
Denby High School	36	492	7.31	161	1406	11.45	994	11,324	8.78
Finney High School	48	509	9.43	161	1406	11.45	994	11,324	8.78
Southeastern High School	70	372	18.82	161	1406	11.45	994	11,324	8.78
Charles Vincent CEC	5	16	31.25	161	1406	11.45	994	11,324	8.78

*See Appendix D for specific reasons leaving school - by school (1997)

NINTH GRADE STUDENTS (REPEATING COURSES)* LEAVING SCHOOL/DISTRICT**
1995
(Before the Program)

Table 29 shows the number and percent of incoming 9th grade students leaving school. Burbank M.S. (60.00) has lower percents of incoming 9th grade students leaving school than the Area (64.58) but higher than the District (57.85). Jackson M.S. (28.58) and Denby H.S. have lower percents of incoming 9th grade students leaving school than the Area (64.58) and the District (57.85). Finney H.S. (68.50), Southeastern H.S. (72.39) and Charles Vincent CEC (83.33) have higher percents of incoming 9th grade students leaving school than the Area (64.58) and the District (57.85).

TABLE 29

AREA F SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT**
June, 1994-95

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Burbank Middle School	3	5	60.00	600	929	64.58	3204	5538	57.85
Jackson Middle School	1	7	28.58	600	929	64.58	3204	5538	57.85
Denby High School	209	375	55.73	600	929	64.58	3204	5538	57.85
Finney High School	187	273	68.50	600	929	64.58	3204	5538	57.85
Southeastern High School	160	221	72.39	600	929	64.58	3204	5538	57.85
Charles Vincent CEC	40	48	83.33	600	929	64.58	3204	5538	57.85

*See Appendix E for specific reasons leaving school - by school (1995)

NINTH GRADE STUDENTS (REPEATING COURSES)* LEAVING SCHOOL/DISTRICT**
1996
(First Year of Program)

Table 30 shows the number and percent of incoming 9th grade students leaving school. Burbank M.S. (40.00) and Denby H.S. (45.69) have lower percents of incoming 9th grade students than the Area (53.29) and the District (45.88). Finney H.S. (48.74) has lower percents of students than the Area (53.29) but higher than the District (45.88). Southeastern H.S. (64.24) and Charles Vincent CEC (63.78) have higher percents of students leaving school than the Area (53.29) and the District (45.88).

TABLE 30

AREA F SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT**
June, 1995-96

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Burbank Middle School	2	5	40.00	542	1017	53.29	2575	5607	45.92
Jackson Middle School	0	0	0.00	542	1017	53.29	2575	5607	45.92
Denby High School	158	359	44.01	542	1017	53.29	2575	5607	45.92
Finney High School	136	279	48.74	542	1017	53.29	2575	5607	45.92
Southeastern High School	203	316	64.24	542	1017	53.29	2575	5607	45.92
Charles Vincent CEC	37	58	63.78	542	1017	53.29	2575	5607	45.92

*See Appendix F for specific reasons leaving school - by school (1996)

NINTH GRADE STUDENTS (REPEATING COURSES)* LEAVING SCHOOL/DISTRICT**
1997
(Second Year of Program)

Table 31 shows the number and percent of incoming 9th grade students leaving school. Finney H.S. (22.75) and Denby H.S. (18.72) have lower percents of incoming 9th grade students than the Area (25.87) and the District (22.92). Southeastern H.S. (34.40) and Charles Vincent CEC (62.21) have higher percents of students leaving school than the Area (25.87) and the District (22.92).

TABLE 31

AREA F SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT**
June, 1996-97

Name of School	School			Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Charles Vincent CEC	28	45	62.21	246	951	25.87	1136	4957	22.92
Denby High School	76	406	18.72	246	951	25.87	1136	4957	22.92
Finney High School	58	255	22.75	246	951	25.87	1136	4957	22.92
Southeastern High School	84	245	34.30	246	951	25.87	1136	4957	22.92
Jackson Middle School	0	245	0.00	246	951	.25.87	1136	4957	22.92

*See Appendix G for specific reasons leaving school - by school (1997)

TABLE 32

AREA F SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 32 shows that there were 1595 students who were enrolled in Area F schools during the 1994-95 school year. Five hundred fifty (550) students (34.48%) left school during the school year. One hundred thirty-four (134) students (8.40%) continued their education in night school or in another school system. Four hundred sixteen (416) students (26.08%) discontinued their education during the 1994-95 school year which is higher than the district (18.31%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	24	1595	1.50	275	12,565	2.19
b. Transfer to a Michigan School	87	1595	5.46	600	12,565	4.77
c. Transfer to Other States/Countries	23	1595	1.44	235	12,565	1.88
Subtotal	134		8.40	1110		8.82
Group B: Discontinued School						
d. Non-Return	133	1595	8.34	824	12,565	6.56
e. Suspended	31	1595	1.94	71	12,565	0.56
f. Lost to Institutions	3	1595	0.19	50	12,565	0.39
g. Moved/Cannot Locate	133	1595	8.34	669	12,565	5.31
h. Overage	81	1595	5.08	388	12,565	3.09
i. Other (Voluntary)	35	1595	2.19	299	12,565	2.40
Subtotal	416		26.08	2301		18.31
Grand Total	550		34.48	3411		27.10

*See Appendix B for individual schools (1995)

TABLE 33

AREA F SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year of Program)

Table 33 shows that there were 1636 students who were enrolled in Area F schools during the 1995-96 school year. Three hundred eighty-one (381) students (23.29%) left school during the school year. Eighty (80) students (4.89%) continued their education in night school or another public school district. Three hundred one (301) students (18.40%) discontinued their education during the 1995-96 school year which is higher than the district (11.70%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	8	1636	0.49	117	12,167	0.96
b. Transfer to a Michigan School	48	1636	2.93	425	12,167	3.49
c. Transfer to Other States/Countries	27	1636	1.65	145	12,167	1.19
Subtotal	80		4.89	657		5.64
Group B: Discontinued School						
d. Non-Return	129	1636	7.89	729	12,167	5.99
e. Suspended	4	1636	0.24	23	12,167	0.19
f. Lost to Institutions	0	1636	0.00	4	12,167	0.03
g. Moved/Cannot Locate	118	1636	7.21	378	12,167	3.11
h. Overage	32	1636	1.96	124	12,167	1.02
i. Other (Voluntary)	23	1636	1.41	165	12,167	1.36
Subtotal	301		18.40	1423		11.70
Grand Total	381		23.29	2110		17.34

*See Appendix C for individual schools (1996)

TABLE 34

AREA F SCHOOLS WITH INCOMING NINTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year of Program)

Table 34 shows that there were 1406 students who were enrolled in Area F schools during the 1996-97 school year. One hundred sixty-one (161) students (11.45%) left school during the school year. Fifty-two (52) students (3.70%) continued their education in night school or another public school district. One hundred nine (109) students (7.75%) discontinued their education during the 1996-97 school year which is higher than the district (5.14%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	3	1406	0.21	40	11,324	0.35
b. Transfer to a Michigan School	42	1406	2.99	279	11,324	2.47
c. Transfer to Other States/Countries	7	1406	0.50	93	11,324	0.82
Subtotal	52		3.70	412		3.64
Group B: Discontinued School						
d. Non-Return	68	1406	4.84	164	11,324	1.45
e. Suspended	0	1406	0.00	4	11,324	0.03
f. Lost to Institutions	0	1406	0.00	7	11,324	0.06
g. Moved/Cannot Locate	32	1406	2.28	274	11,324	2.42
h. Overage	5	1406	0.36	60	11,324	0.53
i. Other (Voluntary)	4	1406	0.27	73	11,324	0.65
Subtotal	109		7.75	582		5.14
Grand Total	161		11.45	994		8.78

*See Appendix D for individual schools (1996)

TABLE 35

AREA F SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1995
(Before the Program)

Table 35 shows that there were 930 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Six hundred (600) students (64.52%) left school during the school year. Seventy-nine (79) students (8.50%) continued their education in night school or another public school district. Five hundred twenty-one (521) students (56.02%) discontinued their education during the 1994-95 school year which is higher than the district (42.79%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving		Area			District		
		Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School							
a.	Night School	45	930	4.84	488	5538	8.81
b.	Transfer to a Michigan School	21	930	2.26	269	5538	4.86
c.	Transfer to Other States/Countries	13	930	1.40	77	5538	1.39
	Subtotal	79		8.50	834		15.06
Group B: Discontinued School							
d.	Non-Return	115	930	12.37	567	5538	10.24
e.	Suspended	65	930	6.98	111	5538	2.00
f.	Lost to Institutions	1	930	0.11	27	5538	0.49
g.	Moved/Cannot Locate	148	930	15.91	710	5538	12.82
h.	Overage	171	930	18.39	701	5538	12.65
i.	Other (Voluntary)	21	930	2.26	254	5538	4.59
	Subtotal	521		56.02	2370		42.79
	Grand Total	600		64.52	3204		57.85

*See Appendix E for individual schools (1995)

TABLE 36

AREA F SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1996

(First Year of Program)

Table 36 shows that there were 1017 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Five hundred forty-two (542) students (53.29%) left school during the school year. Sixty-two (62) students (6.10%) continued their education in night school or another public school district. Four hundred eighty (480) students (47.19%) discontinued their education during the 1995-96 school year which is higher than the district (34.72%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	28	1017	2.75	304	5607	5.42
b. Transfer to a Michigan School	25	1017	2.47	273	5607	4.87
c. Transfer to Other States/Countries	9	1017	0.88	51	5607	0.91
Subtotal	62		6.10	628		11.27
Group B: Discontinued School						
d. Non-Return	194	1017	19.08	826	5607	14.73
e. Suspended	1	1017	0.10	20	5607	0.36
f. Lost to Institutions	0	1017	0.00	11	5607	0.20
g. Moved/Cannot Locate	164	1017	16.13	545	5607	9.72
h. Overage	109	1017	10.72	370	5607	6.60
i. Other (Voluntary)	12	1017	1.18	175	5607	3.12
Subtotal	480		47.19	1947		34.72
Grand Total	542		53.29	2575		45.92

*See Appendix F for individual schools (1996)

TABLE 37

AREA F SCHOOLS WITH NINTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*

June, 1997

(Second Year of Program)

Table 37 shows that there were 1017 students who didn't have enough credit hours to be classified as 10th graders and they were repeating all or some of the courses. Two hundred forty-six (246) students (25.87%) left school during the school year. Fifty-six (56) students (5.89%) continued their education in night school or another public school district. One hundred ninety (190) students (19.89%) discontinued their education during the 1996-97 school year which is higher than the district (16.44%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	9th Grade Population	Percent Left	Number Left	9th Grade Population	Percent Left
Group A: Continued School						
a. Night School	16	951	1.68	110	4957	2.22
b. Transfer to a Michigan School	33	951	3.47	169	4957	3.41
c. Transfer to Other States/Countries	7	951	0.74	42	4957	0.85
Subtotal	56		5.89	321		6.48
Group B: Discontinued School						
d. Non-Return	72	951	7.57	223	4957	4.50
e. Suspended	0	951	0.00	6	4957	0.12
f. Lost to Institutions	0	951	0.00	9	4957	0.18
g. Moved/Cannot Locate	69	951	7.26	339	4957	6.84
h. Overage	42	951	4.41	158	4957	3.19
i. Other (Voluntary)	7	951	0.74	80	4957	1.61
Subtotal	190		19.98	815		16.44
Grand Total	246		25.87	1136		22.92

*See Appendix G for individual schools (1997)

PRESENTATION AND ANALYSIS OF PRODUCT DATA
GRADE 10

There are seven (7) product variables presented in this section:

a.	Grade Point Averages (GPA's) (1)	6/1996 and 6/1997
b.	Daily Attendance (1)	6/1996 and 6/1997
c.	Credit hours attempted and earned (2)	6/1996 and 6/1997
d.	Metropolitan Achievement Tests (Reading and Mathematics) (2)	4/1996 and 4/1997
e.	Educational Status of Students (1)	6/1996 and 6/1997

The results are as follows:

TENTH GRADE/GRADE POINT AVERAGES
June, 1996
(Not Exposed to the Ninth Grade Program)

Table 38 shows that Denby High School. is above the Area GPA's of (1.7) but the same as the District's GPA (1.8). Finney High School (1.7) the same as the Area GPA's (1.7) but below the District (1.8). Charles Vincent CEC (1.0) and Southeastern High School (1.5) are below the Area (1.7) and District GPA's (1.8).

TABLE 38

AREA F SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES 1995-96

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Charles Vincent CEC*	63*	1.0	1343**	1.7	11,286**	1.8
Denby High School	635*	1.8	1343**	1.7	11,286**	1.8
Finney High School	332*	1.7	1343**	1.7	11,286**	1.8
Southeastern High School	310*	1.5	1343**	1.7	11,286**	1.8

*Pregnant and Teen Mothers Center

**All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 39 shows that Denby H.S. (45%) and Finney H.S. (46%) have higher percents of students with GPA's of 2.0+ than the Area (42%) but lower percents of students with GPA's of 2.0+ than the District (49%). Charles Vincent CEC (22%) and Southeastern H.S. (38%) have lower percents of students with GPA's of 2.0+ than the Area (42%) and the District (38%).

TABLE 39

AREA F SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	14*	22%	569*	42%	5477*	49%
Denby High School	285*	45%	569*	42%	5477*	49%
Finney High School	152*	46%	569*	42%	5477*	49%
Southeastern High School	117*	38%	569*	42%	5477*	49%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

TENTH GRADE/GRADE POINT AVERAGES
June, 1997
(Exposed the Ninth Grade Program)

Table 40 shows that Denby H.S. (1.8) is above the Area GPA's (1.7) but the same as the District GPA's (1.8). Southeastern H.S. (1.7) is the same as the Area GPA's (1.7) but below the District GPA's (1.8). Charles Vincent CEC (1.0) and Finney H.S. (1.6) are below the Area (1.7) and the District GPA's (1.8).

TABLE 40

AREA F SCHOOLS TENTH GRADE/ GRADE POINT AVERAGES 1996-97

Name of School	School Average N	School Average GPA	Area Average N	Area Average GPA	District Average N	District Average GPA
Charles Vincent CEC	44*	1.0	1346*	1.7	11,013*	1.8
Denby High School	619*	1.8	1346*	1.7	11,013*	1.8
Finney High School	366*	1.6	1346*	1.7	11,013*	1.8
Southeastern High School	313*	1.7	1346*	1.7	11,013*	1.8

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 41 shows that Denby H.S. (48%) has higher percent of students with GPA's of 2.0+ than the Area (44%) but lower percent of student with GPA's of 2.0+ than the District (49%). Charles Vincent CEC (18%), Finney H.S. (40%) and Southeastern H.S. (43%) have lower percents of students with GPA's of 2.0+ than the Area (44%) and the District (49%).

TABLE 41

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 2.0+ GRADE POINT AVERAGES
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	8*	18%	590*	44%	5420*	49%
Denby High School	295*	48%	590*	44%	5420*	49%
Finney High School	148*	40%	590*	44%	5420*	49%
Southeastern High School	136*	43%	590*	44%	5420*	49%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1996
(Not Exposed to the Ninth Grade Program)

Table 42 shows the student daily attendance for Charles Vincent CEC (87%) is better than the Area (77%) and the District (80%). Denby H.S. (77%) and Southeastern H.S. (77%) are the same as the Area (77%) but lower than the District (80%). Finney H.S. (76%) is lower than both the Area (77%) and the District (80%).

TABLE 42

AREA F SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	63*	87%	1343*	77%	11,286*	80%
Denby High School	635*	77%	1343*	77%	11,286*	80%
Finney High School	332*	76%	1343*	77%	11,286*	80%
Southeastern High School	310*	77%	1343*	77%	11,286*	80%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

Table 43 shows that Charles Vincent CEC (35%) and Denby H.S. (17%) have higher percents of students with daily attendance of 92%+ than the Area (15%) and the District (29%). Southeastern H.S. (15%) has the same percent of students with daily attendance of 92%+ as the Area (15%) but lower than the District (29%). Finney H.S. (8%) has lower percent of students with daily attendance of 92%+ than the Area (15%) and the District (29%).

TABLE 43

AREA F SCHOOLS NINTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1995-96

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	22*	35%	208*	15%	3267*	29%
Denby High School	109*	17%	208*	15%	3267*	29%
Finney High School	28*	8%	208*	15%	3267*	29%
Southeastern High School	47*	15%	208*	15%	3267*	29%

*All numbers provided are from the district's data base; differences in totals are as reported on the disaggregated data program.

TENTH GRADE/STUDENT DAILY ATTENDANCE
June, 1997
(Exposed to the Ninth Grade Program)

Table 44 shows that the tenth grade student average daily attendance for Charles Vincent CEC (80%) has better student daily attendance than the Area (77%) but the same as the District (80%). Denby H.S. (77%) and Southeastern H.S. (77%) have the same student daily attendance than as the Area (77%) but lower than the District (80%). Finney H.S. (75%) have lower student daily attendance than both the Area (77%) and the District (80%).

TABLE 44

AREA F SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average N	School Average Percent	Area Average N	Area Average Percent	District Average N	District Average Percent
Charles Vincent CEC	44*	80%	1346*	77%	11,013*	80%
Denby High School	619*	77%	1346*	77%	11,013*	80%
Finney High School	366*	75%	1346*	77%	11,013*	80%
Southeastern High School	313*	77%	1346*	77%	11,013*	80%

*All numbers provided are from the district's database; differences in totals are as reported in the disaggregated data program.

Table 45 shows that the tenth grade student average daily attendance for Charles Vincent CEC (34%) has better student daily attendance than both the Area (15%) and the District (29%). Denby H.S. (16%) has better student daily attendance than the Area (15%) but lower student daily attendance than the District (29%). Finney H.S. (13%) and Southeastern H.S. (11%) have lower student daily attendance than both the Area (15%) and the District (29%).

TABLE 45

AREA F SCHOOLS TENTH GRADE/
NUMBER AND PERCENT OF STUDENTS WITH 92%+ STUDENT DAILY ATTENDANCE
1996-97

Name of School	School Average		Area Average		District Average	
	N	Percent	N	Percent	N	Percent
Charles Vincent CEC	15*	34%	199*	15%	3207*	29%
Denby High School	99*	16%	199*	15%	3207*	29%
Finney High School	46*	13%	199*	15%	3207*	29%
Southeastern High School	35*	11%	199*	15%	3207*	29%

*All numbers provided are from the district's data base; differences in totals are as reported in the disaggregated data program.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1996
(Not Exposed to the Ninth Grade Program)

Data in Table 46 show that the Area F schools' attempted credit hours average is 42.8; the earned credit hours average is 29.3 a difference of 13.5 credit hours. Denby H.S. is above the Area averages attempted and earned credit hours. Charles Vincent CEC, Finney H.S. and Southeastern H.S. are below the Area attempted and earned. All the schools are below the District's attempted and earned credit hours.

TABLE 46

AREA F SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ TENTH GRADE
June, 1995-96

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Charles Vincent CEC	63*	44.5	41.3	1350*	45.9	44.2	11,326*	51.8	48.7
Denby High School	636*	48.8	47.2	1350*	45.9	44.2	11,326*	51.8	48.7
Finney High School	340*	41.5	40.2	1350*	45.9	44.2	11,326*	51.8	48.7
Southeastern High School	311*	45.2	43.1	1350*	45.9	44.2	11,326*	51.8	48.7

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

CREDIT HOURS ATTEMPTED AND EARNED
June, 1997
(Exposed to the Ninth Grade Program)

Data in Table 47 show that the Area F schools' attempted credit hours average is 47.7; the earned credit hours average is 45.9 a difference of 1.8 credit hours. Denby H.S. and Southeastern H.S. are above the Area averages attempted and earned credit hours. Charles Vincent CEC and Finney H.S. are below the Area attempted and earned. All other schools are below the District's attempted and earned credit hours.

TABLE 47

AREA F SCHOOLS CREDIT HOURS ATTEMPTED AND EARNED/ TENTH GRADE
June, 1996-97

Name of School	School Average Credit Hours			Area Average Credit Hours			District Average Credit Hours		
	N	Attempted	Earned	N	Attempted	Earned	N	Attempted	Earned
Charles Vincent CEC	44*	40.5	36.5	1342*	47.7	45.9	10,882*	53.5	51.4
Denby High School	619*	49.0	47.6	1342*	47.7	45.9	10,882*	53.5	51.4
Finney High School	366*	45.5	43.5	1342*	47.7	45.9	10,882*	53.5	51.4
Southeastern High School	313*	48.6	46.8	1342*	47.7	45.9	10,882*	53.5	51.4

*All numbers provided are from the district's data base; differences in totals includes all the 9th grade students in the school, the Area and the District.

METROPOLITAN ACHIEVEMENT TESTS
April, 1996
(Not Exposed to the Ninth Grade Program)

Data in Table 48 show that the Area's mean NCE for reading is 27.3, the District's mean NCE is 34.6 and the National mean NCE is 50.0. Denby H.S. (28.8) is above the Area's mean NCE (27.3) but below the District's mean NCE (34.6). Charles Vincent CEC (23.7), Finney H.S. (26.0) and Southeastern H.S. (25.2) are below the Area's mean NCE (27.3), the District's mean NCE (34.6) and the National mean NCE (50.0).

TABLE 48

AREA F SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1995-96

	N	Mean NCE	GME*
Area	741**	27.3	7.3
District	7280**	34.6	8.8
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	19**	23.7	6.7
Denby High School	390**	28.8	7.7
Finney High School	210**	26.0	6.9
Southeastern High School	122**	25.2	6.8

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 49 show that the Area's mean NCE for mathematics is 29.6, the District's mean NCE is 35.7 and the National mean NCE is 50.0. All schools Charles Vincent CEC (29.6), Denby H.S. (30.7), Finney H.S. (28.8) and Southeastern H.S. (28.8) are below the District's mean NCE (35.7) and the National mean NCE (50.0). However, Charles Vincent CEC (29.6) and Denby H.S. (30.7) are above the Area's mean NCE (29.6).

TABLE 49

AREA F SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1996

	N	Mean NCE	GME*
Area	733**	29.6	7.3
District	7227**	35.7	8.5
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	14**	29.6	7.3
Denby High School	386**	30.7	7.6
Finney High School	210**	28.0	7.0
Southeastern High School	123**	28.8	7.2

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

METROPOLITAN ACHIEVEMENT TESTS
April, 1997
(Exposed to the Ninth Grade Program)

Data in Table 50 show that the Area's mean NCE for reading is 26.4, the District's mean NCE is 34.7 and the National mean NCE is 50.0. All schools Charles Vincent CEC (25.9), Denby H.S. (26.0), Finney H.S. (27.1) and Southeastern H.S. (26.5) are below the District's mean NCE (34.7) and the National mean NCE (50.0). However, Charles Vincent CEC (25.9) and Denby H.S. (26.0) are below the Area's mean NCE (26.4). Finney H.S. (27.1) and Southeastern H.S. are above the Area's mean NCE (26.4).

TABLE 50

AREA F SCHOOLS NINTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (READING)
April, 1996-97

	N	Mean NCE	GME*
Area	765**	26.4	7.0
District	6976**	34.7	8.9
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	11**	25.9	6.9
Denby High School	395**	26.0	6.9
Finney High School	186**	27.1	7.1
Southeastern High School	173**	26.5	7.0

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

Data in Table 51 show that the Area's mean NCE for mathematics is 27.7, the District's mean NCE is 36.4 and the National mean NCE is 50.0. All schools Charles Vincent CEC (23.6), Denby H.S. (26.7), Finney H.S. (27.6) and Southeastern H.S. (30.4) are below the District's mean NCE (36.4) and the National mean NCE (50.0). However, Finney H.S. (27.6) and Southeastern H.S. (30.4) are above the Area's mean NCE (36.4).

TABLE 51

AREA F SCHOOLS TENTH GRADE/
METROPOLITAN ACHIEVEMENT TEST (MATHEMATICS)
April, 1997

	N	Mean NCE	GME*
Area	755**	27.7	6.9
District	6960**	36.4	8.6
National		50.0	10.7

Name of School	N	Mean NCE	GME*
Charles Vincent CEC	11**	23.6	6.7
Denby High School	394**	26.7	6.8
Finney High School	177**	27.6	6.8
Southeastern High School	173**	30.4	7.6

* GME = Grade Mean Equivalent
** All numbers provided are from the files of the Office of Research, Evaluation and Assessment.

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1996
(Not Exposed to the Ninth Grade)

Table 52 shows the number and percent of incoming 10th grade students leaving school. Finney H.S. (6.12) and Southeastern H.S. (5.88) have lower percents of incoming 10th grade students than the Area (7.83) and the District (6.74). Denby H.S. (8.16) and Charles Vincent CEC (20.51) have higher percents of students leaving school than the Area (7.83) and the District (6.74).

TABLE 52

AREA F SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1995-96

Name of School	School			Area			District		
	Number Left**	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Denby High School	34	417	8.16	63	805	7.83	517	7667	6.74
Finney High School	12	196	6.12	63	805	7.83	517	7667	6.74
Southeastern High School	9	153	5.88	63	805	7.83	517	7667	6.74
Charles Vincent CEC	8	39	20.51	63	805	7.83	517	7667	6.74

*Students leaving school/District refers to the students who left the school or district. There are two categories of these students: a. Students who continued their education in another school system or attended night school. b. Students who discontinued their schooling. The reasons stated are as follow:

a. Continued Education: night school, transferred to another public school and transferred to other states/countries.

b. Discontinued Education: non-return, lost to institutions, suspended, moved/cannot locate, overage and other (voluntary).

**"Number Left" includes all students who left school as indicated in the (a) and (b) categories above.
See Appendices H-K - Reasons for leaving school listed by school (1995-97)

TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
1997
(Exposed to the Ninth Grade Program)

Table 53 shows the number and percent of incoming 10th grade students leaving school. Denby H.S. (4.80), Finney H.S. (5.30) and Southeastern H.S. (4.26) have lower percents of incoming 10th grade students than the Area (6.34) and the District (6.60). Charles Vincent CEC (50.00) have higher percents of students leaving school than the Area (6.34) and the District (16.86).

TABLE 53

AREA F SCHOOLS WITH INCOMING TENTH GRADE STUDENTS LEAVING SCHOOL/DISTRICT*
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Denby High School	16	334	4.80	46	725	6.34	502	7602	6.60
Finney High School	12	226	5.30	46	725	6.34	502	7602	6.60
Southeastern High School	6	143	4.26	46	725	6.34	502	7602	6.60
Charles Vincent CEC	12	24	50.00	46	725	6.34	502	7602	6.60

*See Appendix I for specific reasons leaving school - by school (1997)

TENTH GRADE STUDENTS (REPEATING COURSES)* LEAVING SCHOOL/DISTRICT**
1996
(Not Exposed to the Ninth Grade Program)

Table 54 shows the number and percent of incoming 10th grade students leaving school. Charles Vincent CEC (7.41) has lower percents of incoming 10th grade students than the Area (32.71) and the District (24.17). Denby H.S. (29.95) has lower percents of students than the Area (32.71) but higher than the District (24.17). Finney H.S. (34.09) and Southeastern H.S. (39.51) have higher percents of students leaving school than the Area (32.71) and the District (24.17).

TABLE 54

AREA F SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT**
June, 1995-96

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Denby High School	65	217	29.95	176	538	32.71	705	2917	24.17
Finney High School	45	132	34.09	176	538	32.71	705	2917	24.17
Southeastern High School	64	162	39.51	176	538	32.71	705	2917	24.17
Charles Vincent CEC	2	27	7.41	176	538	32.71	705	2917	24.17

*See Appendix J for specific reasons leaving school - by school (1996)

TENTH GRADE STUDENTS (REPEATING COURSES)* LEAVING SCHOOL/DISTRICT**
1997
(Exposed to the Ninth Grade Program)

Table 55 shows the number and percent of incoming 10th grade students leaving school. Denby H.S. (18.75) and Finney H.S. (14.07) have lower percents of incoming 10th grade students than the Area (22.86) and the District (21.68). Southeastern H.S. (32.52) and Charles Vincent CEC (58.06) have higher percents of students leaving school than the Area (22.86) and the District (21.68).

TABLE 55

AREA F SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) LEAVING SCHOOL/DISTRICT**
June, 1996-97

Name of School	School			Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Charles Vincent CEC	18	31	58.06	131	573	22.86	597	2753	21.68
Denby High School	54	288	18.75	131	573	22.86	597	2753	21.68
Finney High School	18	128	14.07	131	573	22.86	597	2763	21.68
Southeastern High School	41	126	32.52	131	573	22.86	597	2763	21.68

*See Appendix K for specific reasons leaving school - by school (1997)

TABLE 56

AREA F SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(Not Exposed to the Ninth Grade Program)

Table 56 shows that there were 1636 students who were enrolled in Area F schools during the 1995-96 school year. Sixty-three (63) students (7.83%) left school during the school year. Twenty-two (22) students (2.73%) continued their education in night school or another public school district. Forty-one (41) students (5.09%) discontinued their education during the 1995-96 school year which is higher than the district (3.18%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	5	805	0.62	67	7667	0.87
b. Transfer to a Michigan School	13	805	1.61	144	7667	1.88
c. Transfer to Other States/Countries	4	805	0.50	62	7667	0.81
Subtotal	22		2.73	273		3.56
Group B: Discontinued School						
d. Non-Return	5	805	0.62	37	7667	0.48
e. Suspended	0	805	0.00	9	7667	0.12
f. Lost to Institutions	0	805	0.00	4	7667	0.05
g. Moved/Cannot Locate	13	805	1.61	89	7667	1.16
h. Overage	23	805	2.86	76	7667	0.99
i. Other (Voluntary)	0	805	0.00	29	7667	0.38
Subtotal	41		5.09	244		3.18
Grand Total	63		7.83	517		6.74

*See Appendix H for individual schools (1996)

TABLE 57

AREA F SCHOOLS WITH INCOMING TENTH GRADE STUDENTS REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1997
(Exposed to the Ninth Grade Program)

Table 57 shows that there were 1636 students who were enrolled in Area F schools during the 1996-97 school year. Forty-six (46) students (6.34%) left school during the school year. Twenty-one (21) students (2.90%) continued their education in night school or another public school district. Twenty-five (25) students (3.44%) discontinued their education during the 1996-97 school year which is lower than the district (3.98%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	1	725	0.14	30	7602	0.40
b. Transfer to a Michigan School	14	725	1.93	121	7602	1.59
c. Transfer to Other States/Countries	6	725	0.83	48	7602	0.63
Subtotal	21		2.90	199		2.62
Group B: Discontinued School						
d. Non-Return	2	725	0.28	55	7602	0.72
e. Suspended	0	725	0.00	3	7602	0.04
f. Lost to Institutions	0	725	0.00	0	7602	0.00
g. Moved/Cannot Locate	12	725	1.65	153	7602	2.01
h. Overage	9	725	1.23	58	7602	0.76
i. Other (Voluntary)	2	725	0.28	34	7602	0.45
Subtotal	25		3.44	303		3.98
Grand Total	46		6.34	502		6.60

*See Appendix I for individual schools (1997)

TABLE 58

AREA F SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1996
(Not Exposed to the Ninth Grade Program)

Table 58 shows that there were 1017 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred seventy-six (176) students (32.71%) left school during the school year. Twenty-three (23) students (4.27%) continued their education in night school or another public school district. One hundred fifty-three (153) students (28.44%) discontinued their education during the 1995-96 school year which is higher than the district (16.22%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	10	538	1.86	106	2917	3.63
b. Transfer to a Michigan School	11	538	2.04	109	2917	3.74
c. Transfer to Other States/Countries	2	538	0.37	17	2917	0.58
Subtotal	23		4.27	232		7.95
Group B: Discontinued School						
d. Non-Return	40	538	7.43	81	2917	2.78
e. Suspended	0	538	0.00	5	2917	0.17
f. Lost to Institutions	0	538	0.00	2	2917	0.07
g. Moved/Cannot Locate	42	538	7.81	150	2917	5.14
h. Overage	70	538	13.01	198	2917	6.79
i. Other (Voluntary)	1	538	0.19	37	2917	1.27
Subtotal	153		28.44	473		16.22
Grand Total	176		32.71	705		24.17

*See Appendix J for individual schools (1996)

TABLE 59

AREA F SCHOOLS WITH TENTH GRADE STUDENTS (REPEATING COURSES) REASONS FOR LEAVING SCHOOL/DISTRICT*
June, 1997

Table 59 shows that there were 1017 students who didn't have enough credit hours to be classified as 11th graders and they were repeating all or some of the courses. One hundred thirty-one (131) students (22.86%) left school during the school year. Twenty-nine (29) students (5.06%) continued their education in night school or another public school district. One hundred two (102) students (17.80%) discontinued their education during the 1996-97 school year which is higher than the district (15.87%). However, it should be noted that some of these students might return and continue their education.

Reasons for Leaving	Area			District		
	Number Left	10th Grade Population	Percent Left	Number Left	10th Grade Population	Percent Left
Group A: Continued School						
a. Night School	10	573	1.74	73	2753	2.65
b. Transfer to a Michigan School	15	573	2.62	64	2753	2.32
c. Transfer to Other States/Countries	4	573	0.70	23	2753	0.84
Subtotal	29		5.06	160		5.81
Group B: Discontinued School						
d. Non-Return	34	573	5.93	119	2753	4.32
e. Suspended	0	573	0.00	3	2753	0.11
f. Lost to Institutions	0	573	0.00	1	2753	0.04
g. Moved/Cannot Locate	33	573	5.76	174	2753	6.32
h. Overage	34	573	5.93	108	2753	3.92
i. Other (Voluntary)	1	573	0.18	32	2753	1.16
Subtotal	102		17.80	437		15.87
Grand Total	131		22.86	597		21.68

*See Appendix K for individual schools (1997)

CONCLUSIONS

Summary of findings based on the data.

A. Principals' Perceptions of the Program

- Three (3) principals commented on twelve (12) statements.
- Mean average of all the positive statements is eighty-one percent (81%)
- Preparation of the ninth grade staff:
  - on-going staff development
  - professional development activities
  - developing new strategies
- Teaching strategies:
  - cooperative learning
  - authentic instruction
  - team teaching
  - peer tutoring
- Organizational changes of the program:
  - all academic block program
  - team teaching
- Major concerns of the program:
  - making learning interesting and challenging
  - meeting the instructional needs of students
  - teaching to the academic level
- Challenges of parental component:
  - trying to involve parents in meaningful ways
  - adding a school community agent
  - involving parents in school activities

B. Teachers' Perceptions of the Program

- Twenty-seven (27) teachers from three schools responded to nineteen (19) statements.

- Mean average of all the positive statements is eighty-one percent (81%)

- Classroom strategies:

  - cooperative learning
  - direct instruction
  - class discussion
  - hands-on-instruction

- Organizational changes:

  - block scheduling
  - team teaching
  - flexible scheduling

- Major concerns of the program:

  - lack of student attention
  - lack of consistent attendance
  - lack of self-discipline
  - too many interferences

- Changes that would improve implementation:

  - more monitoring about attendance
  - teachers need more information
  - more parental involvement

- Major challenges of the program:

  - student absenteeism
  - increasing students' skills
  - understanding students' needs

- Challenges of the parental component:

  - communicating with parents
  - lack of parental response
  - making sure their children attend school

C. Students' Perceptions of the Program

- One hundred sixty-six (166) students commented on twenty (20) statements.
- Mean average of all the positive statements is seventy-four percent (74%)
- Liked best about the program:
  - teachers helped us to get better education
  - teachers are very helpful
  - services offered by the counselor
- Liked least about the program:
  - too much homework
  - student fighting
  - some teachers' attitudes

D. Ninth Grade Administrators' Perceptions of the Program

- Three (3) ninth grade administrators commented on twelve (12) statements.
- The mean average of all the positive statements is eighty-one percent (81%).
- Preparation of the staff:
  - weekly staff meetings
  - preparation workshops for the staff
  - professional development opportunities
- Teaching strategies:
  - cooperative learning
  - peer collaboration
  - learning styles
- Organizational changes:
  - school-within-a-school
  - curriculum
  - centralized location for ninth graders

- Major concerns about the delivery of instruction:
  - teachers misjudge the academic level of students
  - teachers have no patience and tolerance
- Changes that would improve implementation:
  - improve student attendance
  - more parental involvement
  - professional development opportunities

NINTH GRADE DATA*

E. 1. Grade Point Averages (1995)

- Schools' grade point average ranged from 0.8 to 2.5
- Area's grade point average is 1.3
- District's grade point average is 1.5

2. Grade Point Averages (1996)

- Schools' grade point average (GPA) average ranged from 0.7 to 2.3
- Area's grade point average is 1.4
- District's grade point average is 1.5

3. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 0.8 to 1.6
- Area's grade point average is 1.4
- District's grade point average is 1.5

F. 1. Student Daily Attendance (1995)

- Schools' daily attendance average ranged from 70% to 94%
- Area's daily attendance average is 74%
- District's daily attendance average is 77%

2. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 71% to 93%
- Area's daily attendance average is 75%
- District's daily attendance average is 77%

*The 1995 data (Without the Program) compared to 1996-1997 data (With the Program).

3. **Student Daily Attendance (1997)**

- Schools' daily attendance average ranged from 74% to 86%
- Area's daily attendance average is 75%
- District's daily attendance average is 78%

G. 1. **Credit Hours Attempted and Earned (1995)**

- Schools' average credit hours attempted ranged from 34.5 to 52.2
- Schools' average credit hours earned ranged from 16 to 50.1
- Area's average of credit hours attempted is 41.1
- Area's average of credit hours earned is 26.1
- District's average credit hours attempted is 48.5
- District's average credit hours earned is 32.8

2. **Credit Hours Attempted and Earned (1996)**

- Schools' average credit hours attempted ranged from 32.4 to 54.3
- Schools' average credit hours earned ranged from 13.6 to 48.6
- Area's average credit hours attempted is 42.8
- Area's average credit hours earned is 29.3
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 34.4

3. **Credit Hours Attempted and Earned (1997)**

- Schools' average credit hours attempted ranged from 31.6 to 43.9
- Schools' average credit hours earned ranged from 29.4 to 42.2
- Area's average credit hours attempted is 42.4
- Area's average credit hours earned is 40.3
- District's average credit hours attempted is 49.7
- District's average credit hours earned is 46.9

H. 1. **Metropolitan Achievement Test (Reading) (1995)**

- Schools' grade mean equivalent (GME) ranged from 5.5 to 6.7
- Area's GME average is 6.5
- District's GME average is 7.6
- National GME average is 9.7

2. **Metropolitan Achievement Test (Mathematics) (1995)**

- Schools' grade mean equivalent (GME) ranged from 5.8 to 6.8
- Area's GME average is 6.7
- District's GME average is 7.5

- National GME average is 9.7

3. **Metropolitan Achievement Test (Reading) (1996)**

   - Schools' grade mean equivalent (GME) ranged from 6.2 to 6.7
   - Area's GME average is 6.4
   - District's GME average is 7.7
   - National GME average is 9.7

4. **Metropolitan Achievement Test (Mathematics) (1996)**

   - Schools' grade mean equivalent (GME) ranged from 5.6 to 7.0
   - Area's GME average is 6.8
   - District's GME average is 7.6
   - National GME average is 9.7

5. **Metropolitan Achievement Test (Reading) (1997)**

   - Schools' grade mean equivalent (GME) ranged from 5.9 to 6.3
   - Area's GME average is 6.3
   - District's GME average is 7.1
   - National GME average is 9.7

6. **Metropolitan Achievement Test (Mathematics) (1997)**

   - Schools' grade mean equivalent (GME) ranged from 6.4 to 7.2
   - Area's GME average is 6.6
   - District's GME average is 7.6
   - National GME average is 9.7

I. 1. **Incoming 9th Grade Students Leaving School* (1995)**

   - Schools' discontinued average rate ranged from 13.30% to 73.81%
   - Area's discontinued rate is 26.08%
   - District's discontinued rate is 18.31%

2. **Incoming 9th Grade Students Leaving School* (1996)**

   - Schools' discontinued average rate ranged from 12.50% to 63.33%
   - Area's discontinued rate is 18.40%
   - District's discontinued rate is 11.70%

3. **Incoming 9th Grade Students Leaving School* (1997)**

- Schools' discontinued average rate ranged from 3.14% to 31.25%
- Area's discontinued rate is 7.75%
- District's discontinued rate is 5.14%

4. **Ninth Grade Students (Repeating Courses) Leaving School* (1995)**

- Schools' discontinued average rate ranged from 14.29% to 77.08%
- Area's discontinued rate is 56.02%
- District's discontinued rate is 42.79%

5. **Ninth Grade Students (Repeating Courses) Leaving School* (1996)**

- Schools' discontinued average rate ranged from 20.00% to 62.02%
- Area's discontinued rate is 47.19%
- District's discontinued rate is 34.72%

6. **Ninth Grade Students (Repeating Courses) Leaving School* (1997)**

- Schools' discontinued average rate ranged from 10.10% to 55.55%
- Area's discontinued rate is 19.98%
- District's discontinued rate is 16.44%

The product variables were measured for the ninth grade students for June, 1995 (Without the Program), and the ninth grade students for June, 1996 and June, 1997 (With the Program). The results are based on all Area F schools having ninth grade students:

			6/1996 Compared to 6/95	6/1997 Compared to 6/95
a.	Grade Point Averages	-	Increased	Increased
b.	Student Daily Attendance	-	Increased	Increased
c.	Credit Hours Attempted	-	Increased	Increased
d.	Credit Hours Earned	-	Increased	Increased
e.	MAT Reading	-	Decreased	Decreased
f.	MAT Mathematics	-	Increased	Decreased
g.	Educational Status*	-	Decreased**	Decreased**

Six out of seven variables showed improvement and one declined for 1995 vs. 1996. Five out of seven variables showed improvement and two declined for 1995 vs. 1997.

*Students leaving school (discontinued their education).
**It shows improvement.

TENTH GRADE DATA

E. 1. Grade Point Averages (1996)

- Schools' grade point average ranged from 1.0 to 1.8
- Area's grade point average is 1.7
- District's grade point average is 1.8

2. Grade Point Averages (1997)

- Schools' grade point average (GPA) average ranged from 1.0 to 1.8
- Area's grade point average is 1.7
- District's grade point average is 1.8

F. 1. Student Daily Attendance (1996)

- Schools' daily attendance average ranged from 76% to 87%
- Area's daily attendance average is 77%
- District's daily attendance average is 80%

2. Student Daily Attendance (1997)

- Schools' daily attendance average ranged from 75% to 80%
- Area's daily attendance average is 77%
- District's daily attendance average is 80%

G. 1. Credit Hours Attempted and Earned (1996)

- Schools' average credit hours attempted ranged from 41.5 to 48.8
- Schools' average credit hours earned ranged from 40.2 to 47.2
- Area's average of credit hours attempted is 45.9
- Area's average of credit hours earned is 44.2
- District's average credit hours attempted is 51.8
- District's average credit hours earned is 48.7

2. Credit Hours Attempted and Earned (1997)

- Schools' average credit hours attempted ranged from 40.5 to 49.0
- Schools' average credit hours earned ranged from 36.5 to 47.6
- Area's average credit hours attempted is 47.7
- Area's average credit hours earned is 45.9
- District's average credit hours attempted is 53.5
- District's average credit hours earned is 51.4

H. 1. **Metropolitan Achievement Test (Reading) (1996)**

- Schools' grade mean equivalent (GME) ranged from 6.7 to 7.7
- Area's GME average is 7.3
- District's GME average is 8.8
- National GME average is 10.7

2. **Metropolitan Achievement Test (Reading) (1997)**

- Schools' grade mean equivalent (GME) ranged from 6.9 to 7.1
- Area's GME average is 7.0
- District's GME average is 8.9
- National GME average is 10.7

3. **Metropolitan Achievement Test (Mathematics) (1996)**

- Schools' grade mean equivalent (GME) ranged from 7.0 to 7.6
- Area's GME average is 7.3
- District's GME average is 8.5
- National GME average is 10.7

4. **Metropolitan Achievement Test (Mathematics) (1997)**

- Schools' grade mean equivalent (GME) ranged from 6.7 to 7.6
- Area's GME average is 6.9
- District's GME average is 8.5
- National GME average is 10.7

I. 1. **Incoming 10th Grade Students Leaving School* (1996)**
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 3.92% to 20.51%
- Area's discontinued rate is 5.09%
- District's discontinued rate is 3.18%

2. **Incoming 10th Grade Students Leaving School* (1997)**
(Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 1.32% to 41.67%
- Area's discontinued rate is 3.44%
- District's discontinued rate is 3.98%

3. **Tenth Grade Students (Repeating Courses) Leaving School* (1996)**
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 7.41% to 36.42%
- Area's discontinued rate is 28.44%
- District's discontinued rate is 16.22%

4. **Tenth Grade Students (Repeating Courses) Leaving School* (1997)**
(Not Exposed to the Ninth Grade Program)

- Schools' discontinued average rate ranged from 5.48% to 35.48%
- Area's discontinued rate is 17.80%
- District's discontinued rate is 15.87%

The product variables were measured for the tenth grade students for June, 1996 (Without the Program), and the tenth grade students for June, 1997 (With the Program). The results are based on all Area F schools having tenth grade students:

			6/1997 Compared to 6/96
a.	Grade Point Averages	-	Remained the same
b.	Student Daily Attendance	-	Remained the same
c.	Credit Hours Attempted	-	Increased
d.	Credit Hours Earned	-	Increased
e.	MAT Reading	-	Decreased
f.	MAT Mathematics	-	Decreased
g.	Educational Status*	-	Decreased**

Three out of seven variables showed improvement, two remained the same and two declined for 1996 vs. 1997.

*Students leaving school (discontinued their education).
**It does show improvement.

RECOMMENDATIONS

Schools can help retain at-risk ninth graders through a variety of policies and practices. The following recommendations should be considered to help all ninth graders begin successful high school careers:

- Continue to decrease alienation in the high school by breaking the school down into small, stable units to increase personal attention from the staff. Examples of this strategy include:
  - create a school within-a-school environment
  - expanding the role of a homeroom teacher to include mentor and personal guide;
  - extending class to two periods (block scheduling) to limit the need for students to move from class to class;
  - creating clusters of students who remain together for several classes and thus can offer each other support;
  - creating alternative schools and mini-schools that offer disaffected students compensatory programs and more personalized attention.
- Continue to sensitize teachers to the problems of ninth graders so that the teachers can be helpful; assign more experienced teachers to this grade.
- Continue to offer special programs to orient middle school students to ninth grade, thus helping to smooth the passage. Such programs include:
  - schedule visits to the high schools by small groups of incoming students.
  - assign a high school student to mentor each new student.
  - have a middle school student shadow a high school student to learn what a high school day is like.
  - schedule orientation activities, preferably for small groups of ninth graders, that range from a single session on the first day in school to an ongoing program lasting up to a full semester. During these orientations, rules and expectations are discussed, courses of study are described, and human awareness issues like multicultural relations and drug use are explored.

- have orientation activities for parents that cover much of the same ground as those for the new ninth graders.

All of the suggestions for easing the transition to ninth grade presented above have been successfully tested in school districts around the country. The experience of these school districts suggests that schools can make a real difference for students by giving special attention to the ninth grade as a pivotal year in a student's education. The experiences in Detroit, as documented in this report, add additional evidence that these approaches can yield success for Grade 9 students.

The following recommendations were made based on interviews with administrators and teachers and the surveys which solicited information regarding the program from principals, ninth grade administrators, teachers and students.

- All the ninth grade administrators indicated a district wide forum - such as a day-long conference - where they could get together to discuss, disseminate and critique and/or study options for improving the success of the ninth grade restructuring initiative.

- In order for a school to be successful in carrying out their goals for restructuring, all personnel should be in place on time.

- Almost all of the administrators interviewed indicated they would like to have a school within-a-school concept. Although some of them indicated they have space problems, they should try to solve them so that all ninth grade students can be scheduled on one floor or a certain part of the building.

- Increase time for planning and developing integrated learning materials that initiate active student centered learning in the classroom.

- A full-time social worker, attendance agent and a counselor would be able to deal with the problems of at-risk students.

- Development of a 'reading resource lab' coordinated by a reading specialist to assist at-risk students and the teachers of at-risk students in improving reading deficiencies.

- Research has shown that constructions strategies (student-centered, and active participation) improved student learning and retention. In-service should be provided to assist teachers in planning constructive activities because classroom visits reveal that teachers still rely heavily on traditional teacher-centered practices such as lecturing and paper-pencil participation activities.

- Seek ways to involve more parents in the school programs and activities.

- Most educators now recognize that it is imperative for schools to find better ways to increase parental and family involvement in children's education. The results of a study indicated that parental involvement is essential in helping children achieve optimum success in school, both academically and behaviorly. The results suggest that parental involvement should be encouraged in the classroom and at home for a number of reasons, including: (1) parental involvement sends a positive message to children about the importance of their education, (2) parental involvement keeps the parent informed of the child's performance, and (3) parental involvement helps the school accomplish more.

- Continue to have block scheduling, team teaching, and continue to provide group and individual counseling with the 10th grade students. Counselors and teachers should collaborate to assure that the services to these students will not be drastically changed.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Provide students with more opportunities to be actively involved in learning experiences. More effective, alternative discipline strategies need to be employed. Students need to be motivated to attend classes, accept responsibility for their own behavior, and to achieve academic success.

- Efforts should be made to continue the Ninth Grade Restructuring efforts into the 10th grade.

APPENDICES

APPENDIX A

High School Allocations Title 1
and
Ninth Grade Restructuring 31a
by Area
1996-97

TABLE 60
HIGH SCHOOL ALLOCATIONS TITLE 1 FUNDS
AND
NINTH GRADE RESTRUCTURING 31a FUNDS
1996-97

PARTICIPATING SCHOOLS	FREE APPS.	REDUC. APPS.	9TH GRADE RESTRUCT.* ALLOCATION 31a	H.S. TITLE I* ALLOCATION	TOTAL
AREA A					
CASS H. S.	860	14	425,018	268,967	$693,985
CHADSEY H. S.	550	6	271,814	296,423	$568,237
COMMERCE AND BUSINESS, H.S.	79	19	39,042	52,247	$91,289
CROCKETT TECHNICAL H. S.	261	33	128,988	156,742	$285,730
FREDERICK DOUGLASS ACADEMY	223	19	110,208	193,528	$303,736
FERGUSON ACADEMY	276	3	136,401	297,489	$433,890
MARTIN LUTHER KING, JR. H. S.	702	48	346,933	199,926	$546,859
MILLER M.S.	106		52,386		
MURRAY - WRIGHT H. S.	143	83	564,642	653,624	$1,218,266
SOUTHWESTERN H. S.	626	45	309,374	357,734	$667,108
WESTERN INTERNATIONAL H. S.	670	19	331,119	367,330	$698,449
AREA B					
CODY H. S.	860	41	425,018	480,355	$905,373
DETROIT CITY H. S.	145	10	71,660	165,272	$236,932
HERMAN/ROGERS	25		12,355		
MACKENZIE H. S.	1114	36	550,547	613,105	$1,163,652
NORTHWESTERN H. S.	995	39	491,736	551,262	$1,042,998
AREA C					
COMMUNICATION & MEDIA ARTS	153	21	75,614	46,383	$121,997
COOLEY H. S.	837	21	413,651	457,430	$871,081
HENRY FORD H. S.	791	27	390,918	218,052	$608,970
REDFORD H. S.	1,024	37	506,068	282,828	$788,896
RENAISSANCE H. S.	172		85,004		
AREA D					
BEAUBIEN M.S.	107		52,880		
BOYKIN H.S.	221	4	109,220	179,933	$289,153
CENTRAL H.S.	864	22	426,995	472,358	$899,353
DETROIT H. S.	173	34	85,498	55,179	$140,677
HAMPTON M.S.	103		50,903		
MUMFORD H. S.	630	41	311,351	178,867	$490,218
NORTHERN H. S.	926	12	457,636	500,081	$957,717
AREA E					
DAVIS AEROSPACE TECHNICAL H	99	20	48,927	63,443	$112,370
KETTERING H. S.	1019	27	503,597	557,659	$1,061,256
OSBORN H. S.	1155	28	570,809	315,349	$886,158
PERSHING H. S.	1083	9	535,226	582,184	$1,117,410
AREA F					
BURBANK	91				
DENBY H. S.	1112	17	549,558	601,910	$1,151,468
FINNEY H. S.	726	23	403,767	399,318	$803,085
JACKSON M.S.	43		21,251		
SOUTHEASTERN H. S.	893	22	441,327	731,728	$1,173,055
VINCENT CEC	187	5	92,417	153,543	$245,960
TOTALS	20,044	785	$10,399,858	10,460,249	$20,575,328

* Includes all Middle Schools with 9th Grades.

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APPENDIX B

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Burbank Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	188	1.60
Night School	3	188	1.60
Transfer to a Michigan School	24	188	12.76
Transfer to Other States/Countries	4	188	2.13
Lost to Institutions (Except Youth Home)	1	188	0.53
Moved/Cannot Locate	16	188	8.51
Overage	4	188	2.13
Other (Voluntary)	1	188	0.53
Total	56		29.79

Continued Education: 31 students (16.49%) Discontinued Education: 25 students (13.30%)

Jackson Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	4	50	8.00
Transfer to a Michigan School	5	50	10.00
Transfer to Other States/Countries	1	50	2.00
Moved/Cannot Locate	3	50	6.00
Overage	3	50	6.00
Other (Voluntary)	1	50	2.00
Total	17		34.00

Continued Education: 6 students (12.00%) Discontinued Education: 11 students (22.00%)

Denby High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	32	569	5.62
Night School	12	569	2.11
Transfer to a Michigan School	20	569	3.51
Transfer to Other States/Countries	11	569	1.93
Suspended	2	569	0.35
Moved/Cannot Locate	40	569	7.04
Overage	37	569	6.50
Other (Voluntary)	11	569	1.93
Total	165		28.99

Continued Education: 43 students (7.56%) Discontinued Education: 122 students (21.44%)

Finney High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	408	5.64
Night School	7	408	1.72
Transfer to a Michigan School	17	408	4.16
Transfer to Other States/Countries	5	408	1.23
Moved/Cannot Locate	30	408	7.35
Lost to Institutions (Except Youth Home)	1	408	0.25
Suspended	26	408	6.37
Overage	20	408	4.90
	9	408	2.20
Total	138		33.82

Continued Education: 29 students (7.11%) Discontinued Education: 109 students (26.71%)

Southeastern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	65	338	19.23
Night School	2	338	0.59
Transfer to a Michigan School	17	338	5.02
Transfer to Other States/Countries	2	338	0.59
Lost to Institutions (Except Youth Home)	1	338	0.30
Moved/Cannot Locate	26	338	7.69
Suspended	2	338	0.59
Death	1	338	0.30
Overage	15	338	4.44
Other (Voluntary)	8	338	2.36
Total	139		41.12

Continued Education: 21 students (6.21%) Discontinued Education: 118 students (34.91%)

Charles Vincent CEC*

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	6	42	14.29
Transfer to a Michigan School	4	42	9.52
Moved/Cannot Locate	18	42	42.86
Overage	2	42	4.76
Suspended	1	42	2.38
Other (Voluntary)	4	42	9.52
Total	35		83.33

Continued Education: 4 students (9.52%) Discontinued Education: 31 students (73.81%)

*Pregnant and Teenage Mothers Center

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APPENDIX C

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL
JUNE, 1996

Burbank Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	14	176	7.95
Transfer to a Michigan School	5	176	2.84
Transfer to Other States/Countries	1	176	0.57
Moved/Cannot Locate	8	176	4.55
Total	28		15.91

Continued Education: 6 students (3.41%) Discontinued Education: 22 students (12.50%)

Jackson Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	59	3.39
Transfer to a Michigan School	5	59	8.47
Transfer to Other States/Countries	1	59	1.69
Moved/Cannot Locate	6	59	10.17
Total	14		23.72

Continued Education: 6 students (10.17%) Discontinued Education: 8 students (13.56%)

Denby High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	23	550	4.18
Night School	2	550	0.36
Transfer to a Michigan School	13	550	2.36
Transfer to Other States/Countries	5	550	0.91
Moved/Cannot Locate	37	550	6.73
Overage	14	550	2.55
Other (Voluntary)	4	550	0.73
Total	98		17.82

Continued Education: 20 students (3.64%) Discontinued Education: 78 students (14.18%)

Southeastern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	58	410	14.15
Night School	1	410	0.24
Transfer to a Michigan School	12	410	2.93
Transfer to Other States/Countries	8	410	1.95
Moved/Cannot Locate	15	410	3.67
Suspended	1	410	0.24
Overage	7	410	1.71
Other (Voluntary)	5	410	1.21
Total	107		26.10

Continued Education: 21 students (5.12%) Discontinued Education: 86 students (20.98%)

Charles Vincent CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	15	30	50.00
Transfer to a Michigan School	2	30	6.67
Moved/Cannot Locate	3	30	10.00
Overage	1	30	3.33
Total	21		70.00

Continued Education: 2 students (6.67%) Discontinued Education: 19 students (63.33%)

Finney High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	17	411	4.14
Night School	5	411	1.22
Transfer to a Michigan School	11	411	2.68
Transfer to Other States/Countries	9	411	2.19
Moved/Cannot Locate	49	411	11.92
Suspended	3	411	0.73
Overage	8	411	1.95
Other (Voluntary)	11	411	2.67
Total	113		27.50

Continued Education: 25 students (6.09%) Discontinued Education: 88 students (21.41%)

APPENDIX D

Ninth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL
JUNE, 1997

Jackson Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	17	5.88
Transfer to a Michigan School	1	17	5.88
Transfer to Other States/Countries	0	17	0.00
Moved/Cannot Locate	0	17	0.00
Total	2		11.76

Continued Education: 1 students (5.88%) Discontinued Education: 1 students (8.88%)

Denby High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	3	492	0.61
Night School	1	492	0.20
Transfer to a Michigan School	9	492	1.83
Transfer to Other States/Countries	3	492	0.61
Moved/Cannot Locate	19	492	3.86
Overage	1	492	0.20
Other (Voluntary)	0	492	0.00
Total	36		7.31

Continued Education: 13 students (2.64%) Discontinued Education: 23 students (4.67%)

Southeastern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	60	372	16.13
Night School	1	372	0.27
Transfer to a Michigan School	5	372	1.34
Transfer to Other States/Countries	0	372	0.00
Moved/Cannot Locate	2	372	0.54
Suspended	0	372	0.00
Overage	1	372	0.27
Other (Voluntary)	1	372	0.27
Total	70		18.82

Continued Education: 6 students (1.61%) Discontinued Education: 64 students (17.21%)

Charles Vincent CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	0	16	0.00
Transfer to a Michigan School	0	16	0.00
Moved/Cannot Locate	5	16	31.25
Overage	0	16	0.00
Total	5		31.25

Continued Education: 0 students (0.00%) Discontinued Education: 5 students (31.25%)

Finney High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	4	509	0.78
Night School	1	509	0.20
Transfer to a Michigan School	27	509	5.31
Transfer to Other States/Countries	4	509	0.78
Moved/Cannot Locate	6	509	1.18
Suspended	0	509	0.00
Overage	3	509	0.59
Other (Voluntary)	3	509	0.59
Total	48		9.43

Continued Education: 32 students (6.29%) Discontinued Education: 16 students (3.14%)

APPENDIX E

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1995

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1995

Burbank Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Moved/Cannot Locate	3	5	60.00
Total	3		60.00

Continued Education:
Discontinued Education: 3 students (60.00%)

Jackson Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Other (Voluntary)	1	7	14.29
Total	1		14.29

Continued Education:
Discontinued Education: 2 students (28.57%)

Denby High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	16	375	4.27
Night School	26	375	6.93
Transfer to a Michigan School	11	375	2.93
Transfer to Other States/Countries	10	375	2.67
Lost to Institutions (Except Youth Home)	1	375	0.27
Moved/Cannot Locate	53	375	14.13
Overage	89	375	23.73
Other (Voluntary)	3	375	0.80
Total	209		55.73

Continued Education: 47 students (12.53%)
Discontinued Education: 162 students (43.20%)

Finney High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	11	273	4.03
Night School	11	273	4.03
Transfer to a Michigan School	6	273	2.20
Transfer to Other States/Countries	3	273	1.10
Moved/Cannot Locate	38	273	13.92
Suspended	65	273	23.81
Overage	41	273	15.02
Other (Voluntary)	12	273	4.39
Total	187		68.50

Continued Education: 20 students (7.33%) Discontinued Education: 167 students (61.17%)

Southeastern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	78	221	35.29
Night School	6	221	2.71
Transfer to a Michigan School	4	221	1.81
Moved/Cannot Locate	29	221	13.12
Overage	39	221	17.65
Other (Voluntary)	4	221	1.81
Total	160		72.39

Continued Education: 10 students (4.52%) Discontinued Education: 150 students (67.87%)

Charles Vincent CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	10	48	20.83
Night School	2	48	4.16
Moved/Cannot Locate	25	48	52.09
Overage	3	48	6.25
Total	40		83.33

Continued Education: 2 students (4.17%)

Discontinued Education: 37 students (77.08%)

APPENDIX F

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Burbank Middle School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Transfer to a Michigan School	1	5	20.00
Moved/Cannot Locate	1	5	20.00
Total	2		40.00

Continued Education: 1 students (20.00%) Discontinued Education: 1 students (20.00%)

Jackson Middle School

There were no ninth grade students repeating courses.

Denby High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	21	359	5.85
Night School	9	359	2.51
Transfer to a Michigan School	7	359	1.95
Moved/Cannot Locate	65	359	18.11
Overage	50	359	13.93
Other (Voluntary)	6	359	1.67
Total	158		44.01

Continued Education: 16 students (4.46%) Discontinued Education: 142 students (39.55%)

Finney High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	18	279	6.45
Night School	16	279	5.73
Transfer to a Michigan School	11	279	3.94
Transfer to Other States/Countries	3	279	1.08
Moved/Cannot Locate	52	279	18.64
Overage	32	279	11.47
Other (Voluntary)	4	279	1.43
Total	136		48.74

Continued Education: 30 students (10.75%) Discontinued Education: 106 students (37.99%)

Southeastern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	133	316	42.09
Night School	2	316	0.63
Transfer to a Michigan School	5	316	1.58
Suspended	1	316	0.32
Moved/Cannot Locate	33	316	10.44
Overage	27	316	8.54
Married	1	316	0.32
Other (Voluntary)	1	316	0.32
Total	203		64.24

Continued Education: 7 students (2.15%) Discontinued Education: 196 students (62.02%)

Charles Vincent CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	22	58	37.93
Night School	1	58	1.72
Transfer to a Michigan School	1	58	1.72
Moved/Cannot Locate	13	58	22.42
Total	37		63.79

Continued Education: 2 students (3.45%) Discontinued Education: 35 students (60.34%)

APPENDIX G

Ninth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

NINTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Denby High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	2	406	
Night School	3	406	
Transfer to a Michigan School	7	406	
Transfer to Other States/Countries	3	406	
Moved/Cannot Locate	42	406	
Overage	16	406	
Other (Voluntary)	3	406	
Total	76		18.72

Continued Education: 13 students (3.20%) Discontinued Education: 63 students (15.52%)

Finney High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	255	0.39
Night School	12	255	4.71
Transfer to a Michigan School	18	255	7.06
Transfer to Other States/Countries	2	255	0.78
Moved/Cannot Locate	9	255	3.53
Overage	12	255	4.71
Other (Voluntary)	4	255	1.57
Total	58		22.75

Continued Education: 32 students (12.54%) Discontinued Education: 26 students (10.10%)

Southeastern High School

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	68	245	27.76
Night School	0	245	0.00
Transfer to a Michigan School	6	245	2.45
Transfer to Other States/Countries	2	245	0.82
Moved/Cannot Locate	0	245	0.00
Overage	8	245	3.27
Other (Voluntary)	0	245	0.00
Total	84		34.30

Continued Education: 8 students (3.28%) Discontinued Education: 76 students (31.02%)

Charles Vincent CEC

Reasons for Leaving	Number Left	9th Grade Population	Percent Left
Non-Return	1	45	2.22
Night School	1	45	2.22
Transfer to a Michigan School	2	45	4.44
Overage	6	45	13.33
Moved/Cannot Locate	18	45	40.00
Total	28		62.21

Continued Education: 3 students (6.66%) Discontinued Education: 25 students (55.55%)

APPENDIX H

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL
JUNE, 1996

Denby High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	417	0.00
Night School	4	417	0.96
Transfer to a Michigan School	9	417	2.16
Transfer to Other States/Countries	2	417	0.48
Moved/Cannot Locate	2	417	0.48
Overage	17	417	4.08
Other (Voluntary)	0	417	0.00
Total	34		8.16

Continued Education: 15 students (3.60%) Discontinued Education: 19 students (4.56%)

Southeastern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	5	153	3.27
Night School	0	153	0.00
Transfer to a Michigan School	3	153	1.96
Transfer to Other States/Countries	0	153	0.00
Moved/Cannot Locate	1	153	0.65
Overage	0	153	0.00
Other (Voluntary)	0	153	0.00
Total	9		5.88

Continued Education: 3 students (1.96%) Discontinued Education: 6 students (3.92%)

Charles Vincent CEC

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	39	0.00
Transfer to a Michigan School	0	39	0.00
Moved/Cannot Locate	7	39	17.95
Overage	1	39	2.56
Total	8		20.51

Continued Education: 0 students (0.00%) Discontinued Education: 8 students (20.51%)

Finney High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	196	0.00
Night School	1	196	0.51
Transfer to a Michigan School	1	196	0.51
Transfer to Other States/Countries	2	196	1.02
Moved/Cannot Locate	3	196	1.53
Overage	5	196	2.55
Other (Voluntary)	0	196	0.00
Total	12		6.12

Continued Education: 4 students (2.04%) Discontinued Education: 8 students (4.08%)

APPENDIX I

Tenth Grade Incoming Students

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE INCOMING STUDENTS
REASONS FOR LEAVING SCHOOL
JUNE, 1997

Denby High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	334	0.00
Night School	0	334	0.00
Transfer to a Michigan School	4	334	1.20
Transfer to Other States/Countries	2	334	0.60
Moved/Cannot Locate	6	334	1.80
Overage	4	334	1.20
Other (Voluntary)	0	334	0.00
Total	16		4.80

Continued Education: 6 students (1.80%) Discontinued Education: 10 students (3.00%)

Southeastern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	2	141	1.42
Night School	0	141	0.00
Transfer to a Michigan School	1	141	0.71
Transfer to Other States/Countries	2	141	1.42
Moved/Cannot Locate	0	141	0.00
Overage	1	141	0.71
Other (Voluntary)	0	141	0.00
Total	6		4.26

Continued Education: 3 students (2.13%) Discontinued Education: 3 students (2.13%)

Charles Vincent CEC

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	24	0.00
Transfer to a Michigan School	2	24	8.33
Moved/Cannot Locate	5	24	20.84
Other	2	24	8.33
Overage	3	24	12.50
Total	12		50.00

Continued Education: 2 students (8.33%) Discontinued Education: 10 students (41.67%)

Finney High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	226	0.00
Night School	1	226	0.44
Transfer to a Michigan School	7	226	3.10
Transfer to Other States/Countries	2	226	0.88
Moved/Cannot Locate	1	226	0.44
Overage	1	226	0.44
Other (Voluntary)	0	226	0.00
Total	12		5.30

Continued Education: 9 students (3.98%) Discontinued Education: 3 students (1.32%)

APPENDIX J

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1996

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1996

Denby High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	217	0.00
Night School	4	217	1.84
Transfer to a Michigan School	1	217	0.46
Transfer to Other States/Countries	1	217	0.46
Moved/Cannot Locate	12	217	5.53
Overage	47	217	21.66
Other (Voluntary)	0	217	0.00
Total	65		29.95

Continued Education: 6 students (2.76%) Discontinued Education: 59 students (27.19%)

Finney High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	132	0.00
Night School	8	132	6.06
Transfer to a Michigan School	4	132	3.03
Transfer to Other States/Countries	0	132	0.00
Moved/Cannot Locate	17	132	12.88
Overage	15	132	11.36
Other (Voluntary)	1	132	0.76
Total	45		34.09

Continued Education: 12 students (9.09%) Discontinued Education: 33 students (25.00%)

Southeastern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	40	162	24.69
Night School	1	162	0.62
Transfer to a Michigan School	3	162	1.85
Transfer to Other States/Countries	1	162	0.62
Moved/Cannot Locate	11	162	6.79
Overage	8	162	4.94
Other (Voluntary)	0	162	0.00
Total	64		39.51

Continued Education: 5 students (3.09%) Discontinued Education: 59 students (36.42%)

Charles Vincent CEC

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	27	0.00
Night School	0	27	0.00
Transfer to a Michigan School	0	27	0.00
Moved/Cannot Locate	2	27	7.41
Total	2		7.41

Continued Education: 0 students (0.00%) Discontinued Education: 2 students (7.41%)

APPENDIX K

Tenth Grade Students Repeating Courses

Reasons for Leaving School/District
by
School
June, 1997

TENTH GRADE STUDENTS REPEATING COURSES
REASONS FOR LEAVING SCHOOL/DISTRICT
JUNE, 1997

Denby High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	1	288	0.35
Night School	2	288	0.69
Transfer to a Michigan School	5	288	1.74
Transfer to Other States/Countries	1	288	0.35
Moved/Cannot Locate	25	288	8.68
Overage	20	288	6.94
Other (Voluntary)	0	288	0.00
Total	54		18.75

Continued Education: 8 students (2.71%) Discontinued Education: 46 students (15.98%)

Finney High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	128	0.00
Night School	5	128	3.91
Transfer to a Michigan School	4	128	3.13
Transfer to Other States/Countries	2	128	1.56
Moved/Cannot Locate	3	128	2.34
Overage	4	128	3.13
Other (Voluntary)	0	128	0.00
Total	18		14.07

Continued Education: 11 students (8.59%) Discontinued Education: 7 students (5.48%)

Southeastern High School

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	33	126	26.19
Night School	0	126	0.00
Transfer to a Michigan School	2	126	1.59
Transfer to Other States	1	126	0.79
Moved/Cannot Locate	1	126	0.79
Overage	4	126	3.17
Other (Voluntary)	0	126	0.00
Total	41		32.53

Continued Education: 3 students (2.38%) Discontinued Education: 38 students (30.15%)

Charles Vincent CEC

Reasons for Leaving	Number Left	10th Grade Population	Percent Left
Non-Return	0	31	0.00
Night School	3	31	9.68
Transfer to a Michigan School	4	31	12.90
Moved/Cannot Locate	4	31	12.90
Overage	6	31	19.35
Other	1	31	3.23
Total	18		58.06

Continued Education: 7 students (22.58%) Discontinued Education: 11 students (35.48%)

APPENDIX L

Literature Review and Bibliography Sources

LITERATURE REVIEW

Based on the literature review, it is apparent that effective programs address several levels of students' experiences:

- At the individual level, interpersonal relationships with adults in school
- At the classroom level, the instructional approaches and curriculum content
- At the school level, the policies which are relevant to dropouts, particularly tracking, absenteeism, suspension, retention (holding a student back to repeat a grade level), and personnel
- At the community level, the involvement of parents and community agencies which serve youth

At each level of students' experiences it is necessary to make the school experience relevant to students' needs.

Deschamps (1992) study examined research from 1980 to 1992 that addressed characteristics of high school dropouts. Data from 32 empirical studies were synthesized into an integrative review. A list of the most common characteristics of high school dropouts was generated and the major policy issues related to dropping out were identified and addressed. Four major categories of dropout characteristics were found: demographic, social and family, deviant behavior in society, and in-school. Some of the more common characteristics of dropouts included ethnicity, low socioeconomic status, coming from a single-parent family, a high rate of absenteeism, disciplinary problems, grade retention, low academic performance, and poor achievement test scores. The major policy issues related to the dropout problem included: the lack of uniform definition of the term dropout; the inaccuracy of statistics measuring local, state and national dropout rates; the correlation between grade retention and dropping out; the dropout rate in special education; and the need for more research on how many dropouts return to school or receive their Graduate Equivalency Diploma.

Because children who live in poverty drop out of school disproportionately, some might argue that important factors influencing high school graduation rates are not within the school's control. Though there are powerful economic and social forces influencing school attendance among poor, urban youth, intervention programs have been successful in affecting drop out rates. This review attempts to identify those factors within the realm of the school's control which can make going to school and graduating worthwhile to students who might otherwise drop out of school.

Interpersonal Relationships

The importance of students' interpersonal relationships with adults in the school is stressed more frequently than almost any other feature or effective programs.

Individualized Treatment/Instruction:

Several studies suggest that treating students as individuals helps to reduce the dropout rate. In Cippollone's study of six schools with differential dropout rates (1987), schools with lower dropout rates had administrators and teachers who were more willing to look at students individually and later specify discipline practices accordingly. Hess, Jr. and others (1986) cite more interaction between teachers and students as characteristic of schools with lower dropout rates in their study of eight Chicago high schools.

Small classes provide an opportunity for more frequent and more intimate contact between students and teachers. Ruby and Law's paper to the American Association of School Psychologists (1987) asserts that successful dropout programs have low student/teacher ratios and provide personal attention.

Caring:

Caring staff is repeatedly cited as an essential component of successful dropout prevention programs. It is also probably the most difficult component to operate. Mann (1985) suggests that teachers should know students by name and ask about their personal lives.

Finally, Cippollone's study of six schools with differential dropout rates (1987) concludes that in schools with lower dropout rates the staff had a sense of advocacy for students and were more willing to become involved in the social and affective needs of students.

Cultural Differences:

McLaughlin (1994) summarized various theories developed to explain minority language learners' failures to thrive in existing school systems. These theories may provide ideas for understanding dilemmas faced by minority youths.

Education psychologists have focused on the individual learner who, they believe, arrives at school broken by impoverishing home and community experiences. This deficit theory calls for helping individual students acquire mastery of skills before moving ahead, as well as providing enrichment to overcome deficits in background experiences.

Organizational theorists have focused on schools and school systems which they see as the primary culprits in school failure. These schools effectiveness proponents call for school restructuring and systemic reform efforts, including rethinking such important issues as how time is used and who is involved in planning and decision making.

Sociologists and anthropologists have focused on powerful economic and political structures that underpin all aspects of society and "create arrangements.....that systematically give voice to some and deny it to others" and are structured "around successful and unsuccessful competence displays such that winners and losers are inevitable" (McLaughlin, p. 53). These critical theorists call for teachers as coaches, pedagogy as problem solving, and a curriculum that addresses important themes connected to the lives of students.

Lastly, sociolinguists have a narrower focus on the teacher-learner interaction, where they find constant miscommunication resulting from different cultural and linguistic preferences for interaction. Cultural differences theorists believe solutions lie in teachers becoming knowledgeable about the culture and language of their students and adopting curriculum and teaching methods to students' needs.

The idea of cultural discontinuity contains elements of both of the last two theories just described. Increasingly, it has become an explanation for the difficulties minority students face in adjusting to and finishing high school.

Theories of cultural discontinuity have their origins in the anthropological studies of ethnic minority groups within a dominant, majority culture. According to students of cultural discontinuity theory, minority children having been initially raised in a distinctive culture of their own, are often thrust into a school system that promotes the values of the majority culture--not those of their own. If the resulting clash of culture continues, the minority child may feel forced to choose one culture at the expense of the other. A tragic paradox emerges: success (in school) becomes failure (in the community), and failure becomes success. Moreover, it has been argued that failure is not simply the passive act of neglecting to complete required tasks, but that it may be a status that is actively pursued by ethnic minority students in order to preserve their culture of origin. In other words, failure in school is a tacit cultural goal that must be achieved (McDermott, 1987; Spindler, 1987).

Self-Esteem:

An analysis of the research and scholarly literature (Walz, 1991) suggests a number of significant findings and generalizations about the importance and the effects of self-esteem upon youth and adults. Overall it would appear that self-esteem can be envisaged as a "social vaccine," a dimension of personality that empowers people and inoculates them against a wide spectrum of self-defeating and socially undesirable behavior (California Task Force to Promote Self-Esteem, 1990.) Among the more compelling generalizations to be made are the following:

- The family is a strong force in the development of self-esteem. The early years are particularly important in establishing an "authentic and abiding self-esteem" in a person.

- High parental self-esteem is crucial to the ability to nurture high self-esteem and personal effectiveness in children.

- School climate plays an important role in the development of the self-esteem of students. Schools that target self-esteem as a major school goal appear to be "more successful academically as well as in developing healthy self-esteem among their students." (California Task Force to Promote Self-Esteem, 1990, p. 5.)

- Self-esteem and achievement may be either the cause or the effect of each other, depending upon the person and the particular situation in which they function.

- Young girls who possess positive self-esteem are less likely to become pregnant as teenagers.

- Persons who hold themselves in high esteem are less likely to engage in destructive and self-destructive behavior including child abuse, alcohol and drug abuse, violence and crime.

- Exclusive attention to just self-esteem or personal achievement may well result in less favorable outcomes in either or both areas than when an approach is used which attends to both self-esteem and achievement. Walz (1991) in postulating the presence of an "esteem-achievement connection" emphasize the importance of presenting students with challenging experiences that enable the student to "earn" high esteem by successfully coping with difficult tasks.

- The choice to esteem oneself or not is ultimately the responsibility of the individual no matter what the background and prior experiences of the individual may be. High self-esteem can never be given to a person by another person or society. It must be sought, "earned" by the individual for him or herself.

- Self-esteem may be expressed as an overall generic characteristic, i.e., "she exhibits a high self-esteem" or as a more specific behavioral attribute, i.e., "he certainly has a high sense of self-esteem in tackling a difficult writing task, but he has absolutely no belief in his competence to do anything numerical." The experience of many counselors would favor a counseling intervention that explores a client's overall self-esteem (enhancing his/her generic self-esteem), but also focuses upon blockages which retard the expression of high self-esteem in specific areas.

- Writers and researchers show general, although by no means complete, agreement on the preconditions necessary for someone to demonstrate high self-esteem. Among the commonly used terms are: security, connectedness, uniqueness, assertiveness, competence, and spirituality.

Research shows (Waltz, 1991) that gaining greater knowledge and understanding of self-esteem can be beneficial to a counselor. However, to specifically impact upon a client's self-

esteem requires greater focus and effort upon the part of the counselor. Six action steps are suggested as guides for how a counselor can intervene to assist clients in enhancing their own self-esteem.

- Acknowledge that the self-esteem of a client is a vital determinant in his/her behavior and should be a major focus of the counseling relationship.

- Explore with the client the meaning of self-esteem and how his/her self-esteem has impacted upon past behaviors and actions (and can influence present and future plans and decisions.)

- Assist the client in assessing the internal and external forces contributing to or retarding their self-esteem. Develop a personally meaningful profile of esteem builders and detractors.

- Recognize that the self-esteem of the counselor has a stimulating or depressing effect upon the esteem of a client and that each needs to be aware of his/her self-esteem and its effect upon others.

- Assist the client in designing a self-esteem enhancement program that is customized to her/his learning style and desired goals.

- Above all else, act upon the conviction that self-esteem is a disposition to know oneself as someone who is competent to cope with the realities and demands of life and as personally worthy of experiencing joy and happiness. Acting upon this conviction a counselor will then know that she/he can neither bestow nor induce self-esteem in another person. Through their efforts, however, counselors can assist a person to learn the processes by which they can examine the antecedents of their self-esteem, and take responsibility for thinking and acting in ways which will heighten their own self-esteem and hence their capacity to experience life confidently and joyously.

Student Motivation:

Much of the recent research on student motivation has rightly centered on the classroom, where the majority of learning takes place and where students are most likely to acquire a strong motivation to gain new knowledge. Making the classroom a place that naturally motivates students to learn is much easier when students and teachers function in an atmosphere where academic success and the motivation to learn are expected and rewarded.

An environment that nurtures educational motivation can be cultivated at home, in the classroom, or throughout an entire school. One of the most effective avenues for engendering student motivation is a school's culture. According to Deal (1987), school culture can be

embodied and transformed through channels such as shared values, heroes, rituals, ceremonies, stories, and cultural networks.

Davis (1989) suggests using a wide variety of activities and symbols to communicate motivational goals. "Visible symbols," he says, "illustrate and confirm what is considered to be important in the school." He suggests using "school newsletters, statements of goals, behavior codes, rituals, symbols, and legends" to "convey messages of what the school really values." Staging academic awards assemblies, awarding trophies for academic success and displaying them in trophy cases, scheduling motivational speakers, and publicizing students' success can help them see that the desire to be successful academically is recognized and appreciated.

Klug (1989) notes that school leaders can influence levels of motivation by "shaping the school's instructional climate," which in turn shapes "the attitudes of teachers, students, parents, and the community at large toward education." By effectively managing this aspect of a school's culture, principals can "increase both student and teacher motivation and indirectly impact learning gains."

School administrators can take advantage of times of educational change by including strategies for increasing student motivation. Acknowledging that school restructuring is inevitable, Maehr (1991) challenges school leaders to ensure that "motivation and the investment in learning of students will be enhanced" as a result of school reform. School leaders have seldom "considered motivation vis-a-vis the current restructuring movement," he says, "and few have considered that the school as an entity in its own right, may have effects that supersede those of individual classrooms and the acts of individual teachers."

A positive "psychological environment" strongly influences student motivation, says Maehr. School leaders can create this type of environment by establishing policies and programs that:

- stress goal setting and self-regulation/management
- offer students choices in instructional settings
- reward students for attaining "personal best" goals
- foster teamwork through group learning and problem-solving experiences
- replace social comparisons of achievement with self-assessment and evaluation techniques
- teach time management skills and offer self-paced instruction when possible

Instructional Approaches

The research on dropouts almost universally recommends non-traditional instructional approaches in small class groups. Research suggests utilizing low student/teacher ratios, a multi-media approach, and flexible course scheduling.

Low Student/Teacher Ratios:

Low student/teacher ratios provide greater opportunities for personalized attention. The U.S. General Accounting Office's survey of dropout program (1987) found that individualized instruction favorably influenced dropout reduction.

Many large urban school districts where the dropout problem is particularly acute do not have the resources to provide the recommended student/teacher ratios. However, as Strother (1986) points out, "large schools make it difficult for teachers to respond to individual student's needs." Wheelock and Dorman (1988) address this problem in their research findings regarding adolescents by recommending a team teaching approach, homerooms, and teacher-based counseling as ways to create "smallness within bigness."

Wheelock (1990) states that recent literature suggests it is not students' backgrounds, but schools' response to students' backgrounds that determine students' success in school. School practices and policies adopted in response to student performance in attendance, academics, and behavior also have a significant impact on students' decision to leave school before graduating.

According to a literature review by Quinn (1991) school practices such as placement of at-risk students in alternative, nontraditional programs, individualized counseling, low student-teacher ratio, and peer tutoring successfully lower dropout rates, whereas remediation, retention in grade, tracking, and suspension exacerbate the problem.

Multi-Media Approach:

Media refers to the means of communication. Students at risk are not responding to traditional methods of teaching, such as lectures and seat work. Many researchers feel that creative approaches are needed, particularly to teach basic reading and math skills to older students. Such approaches provide students with opportunities to experience success in school where they have previously failed.

Other researchers support the concept of a multi-media approach which allows students to experience success. Wheelock and Dorman (1988) suggest varying teaching methods and using diverse instructional approaches to provide multiple opportunities for success.

Flexible Scheduling:

In addition to innovation and variety of instructional approaches, changes in the scheduling of classes are encouraged. The U.S. General Accounting Office survey of programs (1987) finds that "flexibility in curriculum and school hours are important to prevent dropping by students unable to progress in the standard school setting."

Cooperative Learning:

Johnson and Johnson (1987) are well-known proponents of this last type of grouping, called cooperative learning. These heterogeneous groups are based on positive interdependence among the group members who help and support one another. Their goals focus on bringing each member's learning to the maximum and on maintaining good working relationships among members. "Nothing is more basic than learning to use one's knowledge in cooperative interaction with others," the Johnsons' state. And they continue: "Greater achievement is typically found in collaborative situations where peers work together than in situations where individuals work alone..."

Johnson and Johnson (1987) recommend assigning students of high, medium, and low abilities in the same group. They also suggest that it is very beneficial for those students who are not as task oriented as others to be put with their more academically oriented peers. Teachers should allow students to choose one person with whom they would like to work, and then carefully place these pairs with others to maximize the heterogeneous makeup of each group.

As the group works together as a team, some of the benefits predicted for individual members are higher critical thinking competencies, more positive social interaction with classmates, improved collaborative competencies, an understanding of other perspectives, and more self-esteem. The Johnsons believe that:

- Cooperative learning procedures may be used successfully with any type of academic task, although they are most successful when conceptual learning is required.

- Whenever possible, cooperative groups should be structured so that controversy and academic disagreements among group members are possible and are managed constructively.

- Students should be encouraged to keep each other on task and to discuss assigned material in ways that ensure elaborate rehearsal and the use of higher learning strategies.

- Students should be encouraged to support each other's efforts to achieve.

Educators must make many choices every year about grouping arrangements. Good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students.

Cross-Age Tutoring:

Although references in the literature to cross-age and peer tutoring programs are sparse (Natriello and others, 1988), (Wheelock, 1988), these programs appear to produce significant results. Cross-age tutoring seems to meet several needs of students at risk:

- Feeling important, competent, and needed in a school setting
- Developing an interpersonal, interdependent relationship with someone in school
- Reviewing basic math and reading skills without the stigma of remedial education
- Active involvement in the learning process
- Providing individualized instruction to younger students
- Providing an opportunity for community service

Gaustand (1993) states that one to one tutoring programs, such as peer and cross-age tutoring, can result in emotional and learning benefits for the tutor and the tutee. In cross-age tutoring, the tutor is older than the tutee. Advantages of these programs are that tutors are better than adults in relating to their tutees on a cognitive, emotional, and social level. Also, cross-age tutoring offers the tutor the higher status of being older but still being close in age. Tutors can benefit from cross-age and peer tutoring because it allow them to review material, and to improve thinking and communication skills.

Positive Discipline

Criticizing, discouraging, creating obstacles and boundaries, blaming, shaming, using sarcastic or cruel humor, or using physical punishment are some negative disciplinary methods used with young children.

Any adult might occasionally do any of these things. Doing any or all of them more than once in a while means that a negative approach to discipline has become a habit and urgently needs to be altered before the child experiences low self-esteem as a permanent part of his/her personality.

ERIC (1990) in an article on "Positive Discipline" states the following as good approaches to discipline:

- increase a student's self-esteem
- allow the student to feel valued
- encourage the student to feel cooperative
- enable the student to learn gradually the many skills involved in taking some responsibility for what happens to him/her
- motivate the student to change his/her strategy rather than to blame others
- help the student to take initiative, relate successfully to others, and solve problems

School discipline has two main goals: (1) ensure the safety of staff and students, and (2) create an environment conducive to learning. Serious student misconduct involving violent or criminal behavior defeats these goals and often makes headlines in the process. However, the commonest discipline problems involve non-criminal student behavior (Moles, 1989).

These less dramatic problems may not threaten personal safety, but they still negatively affect the learning environment. Disruptions interrupt lessons for all students, and disruptive students lose even more learning time.

As educator researcher Daniel Duke (1989) points out, "The goal of good behavior is necessary, but not sufficient to ensure academic growth." Effective school discipline strategies seek to encourage responsible behavior and to provide all students with a satisfying school experience as well as to discourage misconduct.

When John Hopkins University researchers Gary D. Gottfredson and Denise C. Gottfredson (1989) analyzed data from over 600 of the nation's secondary schools, they found that the following school characteristics were associated with discipline problems:

- rules were unclear or perceived as unfairly or inconsistently enforced
- students did not believe in the rules
- teachers and administrators did not know what the rules were or disagreed on the proper responses to student misconduct
- teacher-administration cooperation was poor or the administration inactive
- teachers tended to have punitive attitudes

- misconduct was ignored
- schools were large or lacked adequate resources for teaching

Written policies should be developed with input from everyone who will be affected by them. Once developed, discipline policies must be communicated to staff, students, parents and community. But a policy on paper is meaningless in itself. Ongoing administrative support, in-service training in new techniques, continued communication, and periodic evaluation and modification are needed to adopt a school discipline plan to the changing needs of the school community.

Curriculum Content

The curriculum content is the "what" of instruction, or the information and knowledge which the school system attempts to convey to its students.

The research on dropouts consistently recommends a curriculum which focuses on infusing basic skills, stressing practical skills, and offering a multiple abilities curriculum.

Basic Skills Instruction:

Students who are at risk of dropping out are typically those who exhibit poor basic academic skills (Wheelage, 1988). Often middle school curriculums assume basic reading comprehension and math skills, however, many students may not have mastered these basic skills yet (Wheelock and Dorman, 1988). Students who are weak in basic skills at the middle school level have increased difficulties in high school. It is extremely important that dropout prevention programs recognize and address the need for students to master basic reading and math skills.

Hornbeck (1991) states that while research has shown that computer-assisted instruction (CAI) can help at-risk students learn basic skills such as reading, writing and mathematics, studies have also revealed that CAI helps students think critically, solve problems and draw inferences.

Stress Practical Skills:

Because the irrelevance of the school experience to students' needs is considered to be the major cause of dropping out, stressing practical skills is recommended by some researchers. Ruby and Law's paper presented at the Annual Meeting of School Psychologists (1987) states that successful programs stress the immediate and practical and offer opportunities for paid employment. Strother (1986) also recommends that the curriculum should focus on real-life problems.

Multiple Abilities Curriculum:

Students who do not experience success in school may not have opportunities to use their strongest abilities as part of traditional curriculums. A multiple abilities curriculum provides a chance for students to use a wide range of skills to earn credit towards graduation.

Natriello and others (1988) assert that schools should offer a multiple abilities curriculum and move beyond the narrow range of academic tasks which rely on reading skills to allow students to experience success. Wheelage (1988) recommends an "experiential" curriculum including community service, career internship, political/social action, and/or outdoor adventure.

Researchers (1990) of the Office of Research, Evaluation and Assessment, New York City Board of Education, state that poor and minority students are at the greatest risk of failure because of a gap between home and school. This gap is the difference in the expectations parents and teachers have of students, and between the social and language skills required of students at home and at school. When the schools represent an alien culture to students and fail to represent parental interests, students disengage from the school culture and the socioeconomic universe it represents. The following traditional compensatory education approaches are not effective in educating at-risk students: (1) retention; (2) pullout programs; and (3) in-class aides. The following strategies are more promising: (1) reduced class size; (2) early intervention; (3) cohesive social unit; (4) comprehensive services; (5) intensive interventions; (6) bilingual instructional services (7) culturally sensitive programs (8) built-in flexibility; (9) active teaching; (10) engaged learning; (11) cooperative learning; and (12) community involvement.

School Policies

Monitoring/Early Intervention:

The importance of identifying potential dropouts early and then immediately taking action to re-engage them in the school is almost universally agreed upon in the literature on dropout prevention.

Some researchers recommend monitoring and intervention at the earliest points in a student's career. Gruskin and other (1987) recommend good preschool and early childhood programs and Beck and Muia (1980) suggest intervention in nursery school and kindergarten. Those who advocate monitoring and intervention in early elementary school include Walz (1987).

The middle school years are viewed by other researchers as the critical monitoring and intervention stage because this is when students begin to feel disconnected (Sherwood, 1987), (Massachusetts Advocacy Center, 1986), (Wheelock an Dorman, 1988).

Other researchers who advocate monitoring and early intervention include, Natriello and others (1988), Naylor (1987), O'Connor (1985), Sherman (1987), Strother (1986), and Sween and Kyle (1987).

Focus on Absenteeism:

Chronic absenteeism is an obvious early warning sign of potential dropout (Sherman, 1987), (U.S. General Accounting Office, 1987), (Wheelage, 1988). The school's reaction to a student's absenteeism can send a strong message to the student regarding his or her importance to the school. The school's efforts to promote daily school attendance help to reduce dropout rates (Walz, 1987).

Bonikowski (1987), suggests nurturing a cooperative, rather than an adversarial, relationship with parents regarding students' attendance. Wheelock and Dorman's (1988) suggestions include the following:

- Establish an attendance team for monitoring attendance
- Interview students regarding reasons for non-attendance
- Maintain persistent contact with students' homes

Herman (1991) states that educators must take into account the changing social, cultural, and economic trends' contributions to high absenteeism and dropout rates. No curriculum can succeed if the students are not in attendance to learn, develop and advance in society.

Literature on absenteeism written after 1985 demonstrates a shift of focus from the student as truant to the school as part of both the problem and the solution. Four major principles are necessary to any successful intervention--awareness, change in perspectives, early intervention, and cooperation and involvement. Components of an intervention include developing and implementing attendance policies, monitoring, tracking, and recording; getting parents involved; providing counseling and guidance; and providing relevant curriculum or alternative program. Research shows that programs (Harte, 1995) implemented as school wide improvements have consistently been successful in reducing attendance problems. Effective schools are student-centered and operate as: a caring institutional and functional community, a community organization, an experimenter and risk-taker, and a team.

In School Suspension:

Traditional approaches to student discipline include suspending a student for severe infractions. However, a history of suspension is not only predictive of dropout (Wheelock, 1986), but suspension actually encourages students to dropout by sending a clear message that they are not wanted in school (Massachusetts Advocacy Center, 1986).

In-school suspension differs from traditional suspension practices because the student stays on the school premises while serving the term of his/her suspension. Supervised, in-school suspension which includes academic support is recommended as a means to maintain a relationship with students and to make them feel as though they belong in school (Mahood, 1981), (Wheelock and Dorman, 1988).

Roquemore (1991) suggested that intervention in-school suspension programs could counteract students' low self-concepts and negative attitudes toward teachers. Such programs would include: parent training, teacher staff development, school programs that focus on one to one relationships with students, remediation of academic difficulties and administrative monitoring of individual teachers and evaluation of the school involvement.

Non-Retention:

Students who have been retained in a grade are much more likely to dropout than those who have not (Massachusetts Advocacy Center, 1986), (Sherman, 1987), (Wheelock, 1986). Walz (1987) quantifies the relationship between retention and dropout in his literature review:

"The child who has been held back one grade level is 60 times more likely to become a dropout that a student who has not, and the child who has been held back two grade levels is 250 times more likely to become a dropout."

Wheelock and Dorman (1988) argue strongly against retention and suggest giving students specialized instruction with a designated target date at which they will be "caught up" and reintegrated into their appropriate grade level. Some programs they suggest include the following:

- Competency-based curriculum in multi-grade groupings
- Smaller class size
- Summer school with different teaching techniques stressing more active student involvement.

George (1993) suggest that: (a) school districts and schools should disseminate current research on retention to schools staffs (b) school districts with high retention rates should develop a plan to reduce the rate and improve the instructional program for at-risk students (c) school districts should monitor differential effects of retention for different ethnic groups and boys and girls.

Sherwood (1993) states that despite a growing trend toward retention in grade of low-achieving students and apparent public support for the practice, many educators and psychologists disagree with the perception that flunking is an appropriate response to poor academic performance. Research reported in the past two decades indicates that grade-level retention

produces little improvement in student achievement. Some studies presented evidence that students required to repeat a grade actually made less progress than comparable classmates who were promoted. In addition, there are many studies that demonstrate significant psychological damage to children, particularly in terms of lowered self-esteem. Still others associate an increase in the dropout level with retention in grade. In Florida, a number of approaches to improving student achievement without resorting to grade retention have been proposed. Among them are the following:

- tutorial programs, including peer tutoring, cross-age tutoring, and adult volunteer tutoring, coordinated with classroom instruction;
- extended basic skills programs, which eliminate "non-essentials" from the student day, with the additional time being applied to reading, writing, and mathematics;
- cooperative learning programs;
- extended-year programs, achieved in Florida because of funding constraints through summer school; and
- individualized instruction through such technologies as interactive video, word processing, and story starters.

Students At Risk:

Most studies agree that the main factors associated with dropping out include students' socioeconomic status, school behavior, and academic achievement.

"Dropout rates are higher for students coming from low socioeconomic backgrounds, from single-parent families, and from non-English language family backgrounds," stated Frase (1989) in the first annual report by the National Center for Education Statistics. This nationwide study also found higher dropout rates for students living in cities than in suburbs or rural areas, and in the South and West rather than in the Northeast. Students who marry or have children, or who have had problems with the law or school authorities, are also at greater risk.

Academic factors are clearly related to dropping out. Students who received poor grades, who had repeated a grade, who were overage for their class, and who had poor attendance for reasons other than illness were more likely to drop out. "A powerful predictor... was the attendance record during the first four months of tenth grade," Frase reported.

Barber and McLellan (1987) found that dropouts in a Wisconsin community showed clear indications of academic problems by the third grade. Their achievement test scores were significantly lower than those of their classmates and also below their ability as measured by intelligence tests; teacher comments alone identified potential dropouts with 63 percent accuracy. Poor attendance, failing grades, and low overall GPA marked these students' high school careers.

Conley (1992) in his research states that national and state policies are establishing expectations that essentially all students will graduate from high school. As schools begin to adjust their goals accordingly, they found most of their basic organizational practices must change. At-risk students demand personalized education, meaningful material, success-based tasks, continuous contact with trusted adults, and a stable peer group.

Traditional grouping and grading practices do not facilitate success for at-risk students. Teachers have a very difficult time accepting the notion that all students can succeed without standards being lowered. There is an increasing tension between meeting the needs of both "gifted" and "at-risk" students within the traditional organizational paradigm.

Restructuring schools are using cooperative learning strategies, project centered learning, learning teams, schools-within-schools, block scheduling, advisor-advisee programs, enhanced parental involvement, expansion of learning into the community, and an increasing integration of vocational and academic curricula into "applied academics" courses or strategies to meet the needs of diverse group of students.

Parent/Community Involvement

The complex needs of at risk students call for the utilization of a wide range of resources. The school's efforts to coordinate with others who have an interest in the student's life can result in synergistic benefits to the student at risk.

Parents:

Parents may be the most important force keeping children in school. At the high school level there is a tendency for parental involvement to decline. Efforts must be made to re-engage parents in their children's education.

> "Student achievement is strongly influenced by efforts to bridge home and school as a team" (Ochoa, 1987).
>
> "The collaboration with families is an important intervention strategy" (Willis, 1986).
>
> "Encouraging parental involvement in school learning activities helps prevent dropping out" (Walz, 1987).

The above observations illustrate the conventional wisdom regarding the role of parental influence on dropout prevention. It has been found that successful dropout programs have activities to enhance parental support (Naylor, 1987). Programs should develop policies to help

increase parents' interest and monitoring of their children's progress (Strother, 1986), (Ekstrom and others, 1986).

Wheelock and Dorman (1988) suggest "blurring the home-school boundary line" by involving parents in adult education classes at the school, offering a GED program for parents, and involving parents in policy making.

Wagonseller (1992) states that despite the difficulties of parenting, few people have actually been trained to be parents or to become involved in their children's education. To address these problems, each community needs to develop a comprehensive parent involvement model.

A community parent involvement model would include the following elements:

- training parent trainers to conduct parenting classes in every school
- change the focus of the Parent Teacher Association (PTA) to parent-teacher administration
- develop in each school a parent education program for expectant parents and parents of very young children
- develop a parent education program for parents of elementary age children
- develop a parent education program for parents of children with special needs (Example: disabilities, gifted, etc.)
- develop monthly parents' workshops on topics of interest to parents
- create a family lifestyle class for high school students

Research has shown that one of the most promising ways to increase students' achievement is to involve their families (Charkin, 1993; Henderson and Berla, 1994). They also found that family participation in education was twice as predictive of academic learning as family socioeconomic status. Establishing partnerships with families has many benefits for schools and families, but Epstein says, "the main reason to create such partnerships is to help all youngsters succeed in school and in later life" (1995, p. 701).

Research on families and student learning has shown that students at all grade levels do better work in school, feel better about themselves as learners, set higher goals, and dream bigger dreams when their parents are knowledgeable, supportive, encouraging and involved with their education. Parent involvement in education can take a variety of forms, including volunteering to help in the school, doing a presentation for a class, helping chaperon field trips, and supplying materials. The most important type of involvement, however, is encouraging, monitoring, and

helping your children with their schoolwork. When parents and school work together, children grow in an environment of consistent expectations and shared purpose, where children become better students and parents become better teachers.

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